University of Victoria
Curriculum & Instruction

Faculty of Education
Department of Curriculum & Instruction

Summer 2020
EDCI 338 - A02 CRN 31718

Social Media and Personalized Learning - Online
May 11 – June 26, 2020

Instructor: Dr. Verena Roberts
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Office Hours: Available by request

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Course Website: CourseSpaces

TERRITORY ACKNOWLEDGEMENT

We acknowledge with respect the Lekwungen 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.

CALENDAR DESCRIPTION

EDCI 338 examines the history and impact of mass and social media on education and the continuing changes associated with the personalized learning movement. Learners will utilize alternative models of learning will be discussed.

COURSE LEARNING OUTCOMES

1. Demonstrate an awareness of digital identity and differentiate personal/professional digital persona
2. Develop the digital literacies and consider the social media platforms that support the development of personal learning networks (PLN)
3. Design and develop a personal learning network (PLN) by utilizing social media strategies in the development of a professional persona;
4. Critically analyze the characteristics of a successful PLN

DIVERSITY AND 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.

REMOTE ACCESS TO SOME UNIVERSITY SERVICES

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/remoteaccess/index.php

MODE OF INSTRUCTION

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

- participation via forums, editable online documents, email, text chat, and/or social media
- observation or creation of text or multimedia files across a variety of platforms
- participation in small group activities
- participation in Twitter chats

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, CourseSpaces, and on Twitter using the hashtag #EDCI338 (a Twitter account is not required, but recommended to fully particiapte)

REQUIRED TECHNOLOGY AND CONNECTIVITY

Students are required to have the following technologies and connectivity levels.

- Reliable Internet Connectivity
- Hardware:
  - Relaible hardware that can be used with Coursesites. We recommend the use a desktop or laptop as opposed to a mobile.
  - 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

TECHNOLOGY & LIBRARY SUPPORT

Computer 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
- Website: http://helpdesk.uvic.ca

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

UVic Libraries
- UVic Library Website: https://www.uvic.ca/library/
- 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 Twitter: @LibrarianPia

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/
- Distance Learning Contacts and how to request materials: https://www.uvic.ca/library/locations/home/iline/contact.php

COURSE OUTLINE

Topics, readings, and schedule are approximate and may be changed to reflect the dynamic nature of the time we are in. Since this outline is subject to change, please see the course website in Coursespaces for updates.

Dates	Focus Areas	Resources (Will be Added to CourseSites)	Activities
Week 1 May 11-May 17	Introduction & Orientation Digital Literacies What is a PLN?	Reading/video what is a Personal Learning Network (PLN). Review Course Expectations What is a Personal Learning Network? https://www.futurelearn.com/courses/learning-network-age/0/steps/24644 Reading: Rajagopal. K., Joosten–ten Brinke, D., Van Bruggen, J & , Sloep, P.B. (2011). Understanding personal	Included in Weekly Coursesites Thread Discussion (Add to Week 1: Introductions Thread) Add your course introduction video to Coursesites – Flipgrid will be posted in Week 1 Thread Complete All About Me Course Google Form

		learning networks: Their structure, content and the networking skills needed to optimally use them. First Monday. Volume 17, Number 1-2 Retrieved from https://firstmonday.org/ojs/index.php/fm/article/view/3559/3131	
Week 2 May 18-May 25 (Holiday)	Digital Identity Personal Digital Identity vs Professioanl Digital Identity	Reading: Networks for Learning (Digital Tattoo) https://digitaltattoo.ubc.ca/tutorials/academic-and-professional-life/branding-and-reputation/networks-for-learning/	Weekly Coursesites Thread Discussion (Add to Week 2: Digital Identity Thread) Evidence of Completed Digital Tattto Learning Activities Complete Digital Identity Awareness Activity Weekly course discussion: consider the ways in which you will begin to build your PLN, based on course readings from week 1. Consider how can you create a digital identity/ reputation In your professional network Create Network Groups (You wil be working with this group throughout the course)
Week 3 May 26 - May 31	PLN space through Social Media platforms (Developing awareness) Privacy, Ethics & Secuity in Digital Spaces	Developing Awareness of Privacy, Ethics & Secuirty in Digital Spaces https://digitaltattoo.ubc.ca/quizzes/privacy-and-surveillance/ 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. DOI: 10.1007/s10676-018-9492-2 The Digital Visitor and Resident Continnum White. D. (2017). Vand R Mapping [Webolog]. Retrieved from http://daveowhite.com/vandr/vr-mapping/ What is a Visitor/Resident (PDF) http://experimental.worldcat.org/vandrmapping/assets/documents/VRAMappingInstructions.pdf Visitor & Resident Maps http://experimental.worldcat.org/vandrmapping/signIn	Group Activity Share your Visitor & Resident Map with your group. Each participant must respond to one other person in their group. What digital platforms are students currently using to develop their professional network? What could the student consider to expand their professional learning network? Add your response to your GROUP Weekly Coursesites Thread Discussion: How does data privacy and security limite nad promote a PLN? In your network how can you create a digital identity/ reputation ? Find out what a local employer would do if you applied for a job with them?
Week 4 June 1-June 7	Analyzing PLN space through	Branding & Reputation	Group Activity: Complete the Social Media Platform Analysis Activity by Sunday, June 7, 2020

	Social Media platforms Branding & Reputation	https://digitaltattoo.ubc.ca/tutorials/academic-and-professional-life/branding-and-reputation/ Examples of digital platforms that are useful for creating a PLN and why in networked contexts (Resources to be added in Week 4) Twitter Resources: TwitterEDU http://pairadimes.davidtruss.com/twitter-edu/	Choose the social media platforms that are relevant to you (Network) (*A detailed activity will be upated to CourseSites in Week 4*) Create 2 Questions to be Considered for the Course Twitter chat (next week) about Developing a PLN. Questions to Consider: What platforms do you currently use? What do you need to start using? Why? Weekly Coursesites Thread Discussion (Add to Week 4: Social Media Platform Analysis) Add your analysis to the course weekly thread. Each learner must comment / give feedback to one other group Add your Group's 2 Twitter Chat Questions Preparations for Week 5: Consider Joining Twitter Learn About Using Twitter as PLN
Week 5 June 8-June 14	Open Social Learning case study – Using Twitter to Build PLN	Twitter Chat Resources: Building Your PLN with Twitter: A Beginner's Guide https://learningbird.com/building-your-pln-with-twitter-a-beginners-guide/ Facilitating a Twitter chat: https://www.edutopia.org/article/facilitating-class-twitter-chat Twitter Chat Data: https://twitter.com/search?q=%23EdTechEthics&src=typeahead_click Student Reflection Examples: https://sites.google.com/view/learningthroughdesignthinking/heathers-thoughts/004-myfirsttwitterchat https://docs.google.com/document/d/1C9JOcK8ESKx9pEQHhNwhpxmQEEWiuN6L/edit	Course Twitter Chat: Participate in #EDCI338 Twitter Chat Thursday, June 11, 2020 GROUP: Weekly Coursesites Thread Discussio Describe twitter chat experiences. Consider: How to build PLN using a social media platform? Consider different social media media platforms/ strategies What are some privacy/ security concerns to consider when participating in a twitter chat (or using any social media platform)
Week 6 June 15-June 21	Group PLN Project	Final Project Guidelines: Group Work/ Collaboration resources (*These resources will be added in Week 6*)	Weekly Coursesites Thread Discussion (Add to Week 7: Social Media Platform Analysis) Week 1/2 : Final Project Set roles, expectations & goals (Who will do what and when) Project Management tool: Trello Discuss Collaboration & Communication Strategies (How and when will your group

			meet, how will you treat each other, what does respectful communication look like for your group?) What do you do when someone is not meeting group expectations?)
Week 7 June 22- June 26	Group PLN Project		GROUP: Weekly Coursesites Thread Discussion (Add to Week 7: Building a Personal PLN) Add the link to your group Project to the Week 7 Coursesites Thread Each learner must reply/ give feedback to at least one other project Complete Peer Review for Each group member Individual: Weekly Coursesites Thread Discussion (Final Reflection Using any digital medium (text video, infomgrphic, podcast) complete a final reflection which considers: What was your prior understanding of personal learning networks as you began this course? How did the VandR maps help you consider your personal learning network as compared to your professional learning network? What social media platform would you consider to expand and develop your personal and professional learning network?

ASSIGNMENTS

Due date	Details	Grade Allotment	Evaluation Criteria
Throughout Course All activities need to be completed by the Sunday of the week.	Weekly Activities	20 %	Completed: Week 1 Intro: Video (Flipgrid) Week 1: Course Form Week 2: Google themselves Week 2: Digital Tatoo activity Week 3 Complete & upload V&R map Week 5 Participate in Twitter chat (either as participant and/or lurker) Week 7: Peer Review Form – Teamwork
Throughout Course All discussions need to be completed by the Tuesday of the following week.	Course Discussion Contributions	20 %	Completed: Week 2 discussion: Consider ways in which you can begin to develop your own PLN based on the resources provided in week 1

			Week 4: Post and discuss rationale behind social media network choices Weeks 5 & 6 (post Twitter chat): Analyze and discuss the results of the Twitter chat. Week 7: Final Individual Reflection Every Week: Reply to peers each week through CourseSites Thread Discussions
Sunday, June 7, 2020 by 11:30 pm PDT	PLN Social Media Platform Analysis	20 %	See Rubric Below Under Assessments
Friday, June 26, 2020 by 11:30 pm PDT	Group Project: Building A Personal Learning Network (PLN) - Video Creation	40 %	See Rubric Below Under Assessments

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 day.
- 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).

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 at https://web.uvic.ca/calendar2020-01/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)

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.

OFFICE OF THE 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

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

ASSESSMENT

Weekly Course Activities (20%)
Students must complete each activity to receive full mark

- Week 1 Intro: Video (Flipgrid)
- Week 1: Course Form

- Week 2: Google themselves
- Week 2: Digital Tatoo activity
- Week 3 Complete & upload V&R map
- Week 5 Participate in Twitter chat (either as participant and/or lurker)
- Week 7: Peer Review Form – Teamwork

Course Discussion Contributions (20%)

Students will be assessed by their participation and contributions to the discussion in the Coursespaces discussion forum.

- Week 2 discussion: Consider ways in which you can begin to develop your own PLN based on the resources provided in week 1
- Week 4: Post and discuss rationale behind social media network choices
- Weeks 5 & 6 (post Twitter chat): Analyze and discuss the results of the Twitter chat.
- Week 7: Final Individual Reflection
- Every Week: Reply to peers each week through CourseSites Thread Discussions

Course Discussion Rubric:

If the assessment in considered below "Poor" for the initial assessment, students will be expected to meet with the instructor and redo the assignment then hand it in again for a passing grade.

	Excellent 85-100 %	**Good 70-84 %**	**Poor 50-69 %**
Critical Thinking	Consistently provides posts that are analytical and that demonstrate the author's insights, observations, and reflections; includes relevant examples; offers substantive questions and suggests ideas to enhance further discussion; provides ideas, alternatives or actions not previously identified; occasionally provides links to external resources that support the conversation.	Posts show evidence of relevance insight and reflection; provides some follow-up questions that occasionally move the conversation forward.	Posts often lack analysis, insights, observations and reflections; rarely provides follow-up questions for the group to consider.
Response & Synthesis	Consistently provides responses to colleagues that include a thoughtful treatment of the original post; provides responses that demonstrate the student's ability to synthesize information and share this synthesis in a way that deepens the class's collective understanding and move the discussion towards a thoughtful conclusion; provides posts that demonstrate application of learning and are based in the course readings, conceptual materials presented, outside reading and experiences	Occasionally will synthesize others' posts and current information and share this in a way that contributes to the class's understanding; provides some contributions that lack connections to the responses from others and do not represent intentional, synthesized thought or advance the discussion in a substantive way	Provides responses that offer minimal analysis, lack depth, and do not advance the discussion
Communication	Provides timely individual postings that are well-written and succinct (2-3 paragraphs), on topic, and written in an appropriate style;	Provides posts that contain some spelling, grammar and punctuation errors; lack brevity; or distract	Provides contributions that contain numerous grammatical, spelling or punctuation errors; shows evidence of a style of

	uses appropriate grammar; spells correctly; and shows consistent evidence of appropriate proof-reading.; provides excellent constructive feedback and seeks feedback from others; comments and questions are excellent, on topic, original and contribute to moving the discussion forward	from the comments or questions made by others; provides some good feedback and sometimes seeks feedback from others; comments and questions are usually relevant and sometimes contribute to moving the discussion forward.	writing that consistently fails to facilitate communication. Rarely provides relevant input or feedback in a timely or constructive manner. Posts are not professional in tone and contain inappropriate, insensitive, off-colour, or distasteful remarks.
Professional Knowledge	Consistently provides excellent responses in posts that demonstrate a breadth and depth of understanding; thoughtfully integrates references to both course and external materials.	Provides responses in posts that demonstrate some breadth and depth of understanding; integrates some references to both course and external materials.	Provides minimal, if any, demonstration of application of learning, contribution of facts, theories and principles in discussions.

Course contribution rubric is adapted from [RRU MALAT course contribution rubric](), licensed under a Creative Commons license that allows for reuse, modification and sharing (CC-BY-SA). Changes from the original include streamlining requirements to adjust for undergraduate level.

PLN Social Media Platform Analysis (20%)

Due: Sunday, June 7, 2020

In your Network Group, create a chart that compares and contrasts two social media platform tools that someone in your professional network would use to expand and develop their personal and professional learning network. After completing your chart, based on evidence from your anlaysis, share the social media platform that would best support the development of a PLN in your professional network, with your class in the Week .

PLN Social Media Platform Analysis Rubric

If the assessment in considered below "Poor" for the initial assessment, students will be expected to meet with the instructor and redo the assignment then hand it in again for a passing grade.

	Excellent 85-100 %	Good 70-84 %	Poor 50-69 %
Compare and Contrast Two Social Media Platforms	Outstanding and exemplary evidence of comparing and contrasting two social media platforms. Limited consideration of: Data privacy & security features, acceptable use agreements, ease of use, current network use, development of professional skills, connection to professional identity, connection to professional certification and other considerations	Very good evidence of comparing and contrasting two social media platforms. Limited consideration of: Data privacy & security features, acceptable use agreements, ease of use, current network use, development of professional skills, connection to professional identity, connection to professional certification and other considerations	Some evidence of Comparing and contrasting two social media platforms. Limited consideration of: Data privacy & security features, acceptable use agreements, ease of use, current network use, development of professional skills, connection to professional identity, connection to professional certification and other considerations

Evidence of Connection of social media platform to profession	There was outstanding and exemplary evidence of the strengths and weaknesses of the chosen social platform in connection to the profession.	There was very good evidence of the strengths and weaknesses of the chosen social platform in connection to the profession.	There was some evidence of the strengths and weaknesses of the chosen social platform in connection to the profession

Group Project: Building A Personal Learning Network (PLN) - Video Creation (40%)

Due: Saturday, June 27, 2020

The final assignment will consist of your groups creating a walkthrough video of the social media platforms that you have explored during the term. Students should choose at least two social media platforms to focus on, highlighting aspects that were the most meaningful during their trajectory. Marking will be based on evidence-based examples, use of professional and engaging language, and quality of presentation (audio and video).

You will describe the process and steps that a person would need to take in order to build a personal learning network (PLN) using social media platforms that would best support your professional and personal learning goals.

Your completed video should be between 5 and 10 minutes long

Things to Consider:

- Describe the key characteristics of your social media platforms
- What features & characteristics of the technology make it effective for personal learning?
- How the technology allow you to enhance/develop your digital identity/ reputation?
- What are the ways the technology tracks and uses your data? What are the strengths and weaknesses of the privacy, security and acceptable use policies for the social media platforms.
- Who are the leaders in your field and what is their presence in the platform? How do they use the social media platforms to build their reputation/presence?
- How will you know that your PLN is a success?
- How has each group member contributed to the PLN project (please complete peer review)

Building a PLN Video Creation Rubric

If the assessment in considered below "Poor" for the initial assessment, students will be expected to meet with the instructor and redo the assignment then hand it in again for a passing grade.

	Excellent 85-100 %	Good 70-84 %	Poor 50-69 %
Compare and Contrast Two Social Media Platforms	Outstanding and exemplary evidence of comparing and contrasting two social media platforms.	Very good evidence of comparing and contrasting two social media platforms.	Some evidence of comparing and contrasting two social media platforms.
Key characteristics of Social Media Platfrom	Outstanding and exemplary evidence of comparing and contrasting Key characteristics of two social media platforms.	Very good evidence of comparing and contrasting Key characteristics of two social media platforms.	Some evidence of comparing and contrasting Key characteristics of two social media platforms.

Personal Learning Features	Outstanding and exemplary evidence of features & characteristics of the technology that make it effective for personal learning	Very good evidence of features & characteristics of the technology that make it effective for personal learning	Some evidence of features & characteristics of the technology that make it effective for personal learning
Connection to Digital Identity/ Reputation	Outstanding & exemplary evidence of how technology allow you to enhance/develop your digital identity/ reputation?	Very good evidence of how technology allow you to enhance/develop your digital identity/ reputation?	Some evidence of how technology allow you to enhance/develop your digital identity/ reputation?
Connection to Privacy, Security, Data Collection	Outstanding & exemplary of comparing and contrasting connection to privacy, security, data collection of two social media platforms	Very good evidence of comparing and contrasting connection to privacy, security, data collection of two social media platforms	Some evidence of comparing and contrasting connection to privacy, security, data collection of two social media platforms
Connection to Leaders in the Field	Outstanding & exemplary evidence of comparing and contrasting connection to leaders in the field using the two social media platforms	Very good evidence of comparing and contrasting connection to leaders in the field using the two social media platforms	Some evidence of comparing and contrasting connection to leaders in the field using the two social media platforms
Evidence that PLN Creation is a success	Outstanding & exemplary evidence that PLN creation is a success	Very good evidence that PLN creation is a success	Some evidence that PLN creation is a success
Making Learning Visible (Chow students ommunicated their Understanding)	The comparions and contrasting of a social media platform was exemplary. It was extremely clear and easy to understand. All ideas were expanded upon and described in great detail. The group chose a chart and another medium (eg. text, video. Infographic) to describe their comparison and choice and added clear details, additional links and resources and information.	The comparions and contrasting of a social media platform was clear and easy to understand. Most ideas were expanded upon and described in detail. The group chose a chart and some other medium (eg. text, video. Infographic) to describe their comparison and choice but added clear details and information.	The comparisons and contrasting of a social media platform was sometimes confusing and difficult to understand. There were some ideas that needed to be expanded upon and described in more detail. The group chose a chart to describe their comparison and choice but missed some details and information.
Technical	Video and /or audio quality is excellent;images, graphs, charts and other image types are incorporated; content follows an interesting narrative thread with clear intro, body and conclusion; length is appropriate for content convered.	Video and /or audio quality is good with no issues;content in video is well organized and demommstrates a clear narrative flow with introduction, body and conclusion evident; video legth is appropriate.	Video and /or audio quality is generally fair, but may occasionally have minor issues, but these issues do not impede the viewers ability to understand the content;Content is generally well organized, but may lack some clarity in one or two sections; video is appropriate length.

Undergraduate Grading Scale

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.