Wiebe & Caseley Smith, 2016

DML Threshold Concepts Students can: demonstrate adaptation, advance-· anticipate the ideal data sources ment, or personalization of knowlfor their project justify their reasons for selection imagine ways to reform, reframe, or rethink patterns of thought and use of data sources recognize and generate key explain their creative process and terms, themes, rules, patterns, or choices for the forms of expression use data ethically with an used • be open to ambiguity in the creative understanding of data ownerprocess, and a willingness to make ships and plagiarism document, detail, and justify their mistakes · utilize data and/or manipulate step-by-step processes DATA INNOVATION features of genre to create original **AGENCY PERSPECTIVE GENRE** Collective understand, identify, and engage Students can: understand differences between with different perspectives, views, and ideologies genres express self awareness of their own trace how specific genres have perspectives, and the role of lived changed over time imagine project opportunities by combining and/or reformatting experience. **AUDIENCE** · identify dominant, subordinate and/or excluded perspectives and voices manipulate features of a genre display a willingness to consider to enhance their project new ideas and challenge current understandings Students can: Students can: actively engage in and make show evidence of consideration choices about their education of an intended audience speak strategically about plans to and creative process · collaborate and co-create with grow and diversify their audience their peers, teachers and explain the social and/or economic value of their project community members UNIVERSITY OF Prince Edward ISLAND Digital Economy · show self-awareness and the connect audience expectations ability to adapt, grow and with design conventions. Research SSHRC**≡**CRSH