Concurrent Session D, 2:50-3:50pm

KHE 125

D1. Storytelling Meets AI in the Classroom (20 mins)

James Nadler, Creative Industries

D2. On with the Show: Teaching Upper Level Journalistic Theory One Episode at a Time (20 mins)

Ivor Shapiro, Journalism, Maureen Glynn, Digital Education Strategies

KHE 129

D3. What is Land-based Pedagogy? Part 2: A Talking Circle (50 mins)

Monica McKay, Aboriginal Initiatives, Curtis Maloley, Learning & Teaching Office

KHE 321A

D4. Thriving in Action: Braiding Positive Psychology, (W)holistic Learning Strategies, and Nature-Based Pedagogy to Bolster Academic Confidence and Build Community (50 mins)

Deena Kara Shaffer, Diana Brecher, Student Affairs

KHE 323	**D5. Assessing Students' Pedagogical Level Through Metadata (20 mins)**
	Shaina Raza, Syed Raza Bashir, Computer Science
	D6. Simplify Your D2L Brightspace Assessments with Rubrics! (20 mins)
	Erin Rielly Clarke, Digital Media Projects, Catherine Dowling, Interior Design
KHE 323 A	**D7. Sport Media : Game Changers (50 mins)**
	Joe Recupero, Laurel Walzak, RTA School of Media
RCC 201	**D8. Playing to their Strengths: A Strengths-Based Approach to Higher Education (50 mins)**
	Paul Sileika, Office of the Registrar, Kaitlyn Taylor-Asquini,Student Affairs

POD 372

D9. Reflections on Academic Integrity: A Student Perspective (50 mins)

Andrea Ridgley, Academic Integrity Office

VIC 205

D10. Creating Accessible Instructional Content in your D2L Course Shell (50 mins)

Adam Chaboryk, Stephanie Goetz, Digital Media Projects

VIC 303

D12. Documentary As Opposional Practice (20 mins)

Katy McCormick, Documentary Media

VIC 501

D13. Dogs, Gods & City Call (50 mins)

Cyrus Sundar Singh, Communications and Culture

Upper Gym

Concurrent Session D Descriptions

KHE 125

D1. Storytelling Meets AI in the Classroom (20 mins)
James Nadler, Creative Industries
Negotiation is a craft that we learn by doing. It is a skill that every graduate needs in their professional and personal lives. CRI 740 The Creative Negotiation is a new course which centers around a simulated online negotiation using Artificial Intelligence and the Ametros Learning Simulation Platform. Each student acts as a junior development executive and negotiates for the television rights to a Young Adult (YA) novel with the novelist and her agent on behalf of their boss. The novelist, boss, and agent are artificial. The challenge is how to make the artificial players real and the negotiation meaningful to the student. To accomplish this, techniques from dramatic television series writing were leveraged including: series bible, character development, idiosyncratic dialogue, and classic dramatic story structure. Students were highly engaged and involved with the negotiation and connected emotionally with the artificial characters. The simulation allowed students to understand the key difference in communicating and negotiating in the "lean" but increasingly common medium of e-mail versus the "rich" medium of face-to-face negotiations. The simulation also allowed shyer or quiet students to practice the basics of negotiation without the stress of "performing" in front of their peers.

D2. On with the Show: Teaching Upper Level Journalistic Theory One Episode at a Time (20 mins)
Ivor Shapiro, Journalism, Maureen Glynn, Digital Education Strategies
How do you bring a theory-heavy course in a professional and applied arts program to life? Launched in Fall 2017, JRN344 Making a Difference: How Journalism Matters does just that. The course content is offered entirely online in the form of a news and current affairs show. Each "episode" of the show includes "anchor" commentary by the instructor, along with guest interviews, cultural reviews, documentary footage, and panel perspectives. Frequent points of engagement are baked into the course design through the use of "cue points" embedded in each episode, prompting students to check their learning or drill more deeply into ideas and concepts. Dialogue with peers and the instructor is also featured prominently in the course both on social media and within the LMS. The high quality digital elements of the course content are the result of a collaboration between the School of Journalism, Chang School's Digital Education Strategies (DES), and students themselves. This session will include a presentation of episode highlights as well as student responses to the course, along with lessons learned from the course design and delivery process. Participants can expect to takeaway inspiration and ideas for their own courses, and a realistic sense of the planning involved in trying a new approach to their curriculum.

KHE 129

D3. What is Land-based Pedagogy? Part 2: A Talking Circle (50 mins)
Monica McKay, Aboriginal Initiatives, Curtis Maloley, Learning & Teaching Office
This talking circle will provide an opportunity for participants to engage panelists in unpacking the process of creating land-based learning opportunities. What should educators consider in making land-based learning opportunities available to students? How can educators work collaboratively with Indigenous communities to create land-based learning opportunities that are grounded in strong relationships, and that are respectful, responsible, and reciprocal in their design and delivery?

KHE 321A

D4. Thriving in Action: Braiding Positive Psychology, (W)holistic Learning Strategies, and Nature-Based Pedagogy to Bolster Academic Confidence and Build Community (50 mins)
Deena Kara Shaffer, Diana Brecher, Student Affairs
Winner of last year's Ryerson Teaching and Learning Conference poster presentation award, and now one year old, we wish to share the undergirding intentions, innovative curriculum, and the wins and learnings of the Ryerson Student Affairs Thriving in Action (TiA) transition program. A branch of the larger ThriveRU campus-wide resilience initiative, TiA has as its focus students in the messy middle—from second year of undergrad through doctorate—who self-identify as "not doing very well," including those on probation and on the the Centre for Student Development and Counselling waitlist. TiA also has as a core aim reaching students who are often underserved and under-represented, including racialized, minoritized, and Indigenous students, as well as injured athletes, mature students, and students navigating disability(ies). In this presentation, we offer an overview of the program, our progressive teaching content, and how conference participants can refer students. We will also engage listeners in several TiA activities, from nature-reflection to writing prompts, guided visualization to mindful movement. Further, we will share our research to date—TiA has ethics approval from Ryerson's REB—as we are exploring thriving and self-efficacy/agency. It is our privilege to present this session for our Ryerson colleagues about this blossoming—if not flourishing—skill-building intervention, which is working to support students' capacity to cope, persevere, and thrive, academically and beyond.

KHE 323

D5. Assessing Students' Pedagogical Level Through Metadata (20 mins)
Shaina Raza, Syed Raza Bashir, Computer Science
There are many ways to assess students' pedagogical level like open books exams, crib sheets, take home exams, Multiple Choice Questions (MCQs), Bloom's or Fink's taxonomies and such. After going through all these techniques, we were forced us to think of some alternative way that might be useful to assess students' performance and mastery of course contents. Since we all are shifting to virtualization of apps, so there is should exist some abstract ways to assess students' performance i.e. metadata attached with course contents and students' usage of D2L system in our case. We can find out some hidden variables like students' time spent, scrolling count, number of visits, number of trials to solve a quiz, hit rate etc. on course content. Such variables may help us to formulate a function to find out some hidden information about the pedagogical level of the student. If we find out some improvement in students' learning patterns then that means our formula is correct, otherwise we may need to reset or include more of those metadata parameters for that student. In such a setting, collection of the metadata through e-learning is another challenge. Initially we may collect such information through heuristics and then apply these settings on real dataset. We can further improve our metadata information through feedback which is students' engagement with the system. Our short term goal is to identify a set of quantitative measures to find such metadata information. Our long term goal is to design metrics to increate objectivity of the system.

D6. Simplify Your D2L Brightspace Assessments with Rubrics! (20 mins)
Erin Rielly Clarke, Digital Media Projects, Catherine Dowling, Interior Design
Many instructors include rubrics in their teaching toolkit, whether in paper or electronic form. With the D2L Brightspace Rubrics tool instructors can integrate their rubrics with online assessments, and automate scoring and feedback. Learn how D2L Brightspace Rubrics can help instructors to: Set clear expectations and assessment criteria for students; standardise assessment among multiple instructors/TAs/graders; assess qualitative activities, such as discussion topics; provide useful, relevant feedback to students; understand overall class performance/comprehension via Rubric Statistics. Instructors, TAs and staff who use D2L Brightspace to assess online activities in their courses and/or organizations will benefit from this presentation. This presentation assumes basic familiarity with the most commonly used Brightspace tools, such as Assignments, Content, and Grades.

KHE 323 A

D7. Sport Media: Game Changers (50 mins)
Joe Recupero, Laurel Walzak, RTA School of Media
Experiential learning in and out of the classroom is a huge pillar in the RTA Sport Media program. Students are continuously exposed to industry connections and best practices while in class. But nothing can compare to the kinds of experiential learning opportunities that can happen outside of the classroom. This past February, Sport Media students were afforded a number of unique learning opportunities. With the 2018 PyeongChang Winter Olympics on during the month of February, a number of students were hired to work for CBC, Sportsnet and TSN in a variety of roles from entry level "runner" and "production assistant" positions to writers, researchers, font coordinators, etc. on the various broadcasts. Also during this same time frame, Sport Media (and other FCAD students) were presented with a Study Abroad elective to see the major US sports market in New York City with interactive tours/presentations/guest speakers at ESPN International, NFL Films, NHL Network, New York University, Major League Baseball Advanced Media and more. Our presentation will take the audience through the planning and execution phases of these valuable experiences for the students as well as the learning outcomes realized. This presentation will be interactive and will also include accounts from the students involved on their experiences and learning outcomes.

RCC 201

D8. Playing to their Strengths: A Strengths-Based Approach to Higher Education (50 mins)
Paul Sileika, Office of the Registrar, Kaitlyn Taylor-Asquini, Student Affairs
We naturally gravitate towards what we are good at. But how often do we really reflect on what our unique strengths are? In this lively session the presenters will share the advantages of strengths-based approaches, and how you can encourage your students' to develop their own strengths. We will use the examples of CliftonStrenghts, Level Up and Appreciative Advising as tools to demonstrate how to incorporate this model into higher education. According to their founders, Appreciative Advising is "the intentional collaborative practice of asking positive, open-ended questions that help students optimize their educational experiences and achieve their dreams, goals, and potentials. It is perhaps the best example of a fully student-centered approach to student development." CliftonStrengths is a tool to help identify a person's strengths. According to this organization, people who know and use their strengths are six times more likely to be engaged at work and three times more likely to have an excellent quality of life. Upon completing the CliftonStrengths questionnaire participants of this system receive a report of their strengths which they can then utilize for further personal development. Level Up: Student Experience Blueprint is a program for all Ryerson students. This program encourages students to build a profile, track their experience, collect their artifacts and share their story. Students participating in Level Up first complete Clifton Strengths.

POD 372	**D9. Reflections on Academic Integrity: A Student Perspective (50 mins)** *Andrea Ridgley, Academic Integrity Office* Ryerson University students will present on the current issues in academic integrity and how faculty can assist in the education and prevention of academic misconduct. International research in the field of academic integrity indicates that there is a gap between what faculty believe are the challenges to academic integrity and the lived experiences of students (e.g. social media impact, contract cheating temptations, technology use, knowing how to reference, etc.). Join us in this interactive discussion to learn from Ryerson students as they share what they see as best practices in prevention of academic misconduct. For example, how the learning environment, communication, course design, assessment and accommodation are connected to academic integrity.
VIC 205	**D10. Creating Accessible Instructional Content in Your D2L Course Shell (50 mins)** *Adam Chaboryk, Stephanie Goetz, Digital Media Projects* This session will explore digital accessibility pertaining to content creation and/or remediation in your D2L Brightspace course shell. We will look at simple ways to make an immediate impact on the accessibility of your course, such as the use of alternative text, proper use of headings, captioning/transcriptions, and more. We will then demonstrate how these techniques improve access with assistive technologies, such as text-to-speech programs and screen readers. Participants will leave with an understanding of accessibility requirements and a set of tips and strategies for creating accessible course content that is inclusive to everyone.
VIC 303	**D12. Documentary as Oppositional Practice: Pedagogical Impacts of Teaching with Equity, Diversity and Inclusion (20 mins)** *Katy McCormick, Documentary Media* This session will briefly outline the process by which a program director facilitated the development of a new course on contemporary documentary practices employed by Indigenous, racialized, feminist and LGBT media artists and filmmakers communicating alternate discourses and diverse perspectives. Michèle Pearson Clarke (MFA 2015), an artist-scholar and alumni of the program, was invited to create a new course which draws upon feminist studies, queer studies, and critical race studies, focusing on the ways in which documentary media have been effectively deployed to address issues of identity, power, difference and representation. Two graduate students who participated in the course will provide reflections on their key learnings, and the ways in which the course impacted the development of their Major Research Projects (MRP).

VIC 501	**D13. Dogs, Gods & City Hall (50 mins)** *Cyrus Sundar Singh, Communications and Culture* Dogs, Gods and City Hall is a collaborative co-creation workshop-style presentation that engages practice, theory and performance in the framing of the narrative. Dogs, Gods, and City Hall traces the racialized legacy of the community of Africville, Halifax, Nova Scotia, an impoverished Afro-Canadian community that was systematically demolished during the 1960s; its homes razed, and its residents forcefully evicted in the name of progress. Four decades later, the City of Halifax officially apologized and accepted its culpability in the destruction of Africville and returned three acres of appropriated lands for a commemorative Africville Park. In addition, the city allocated funds to build a replica of the Seaview United Baptist Church, the heart and soul of the community, which was bulldozed in the middle of the night. Surreptitiously, the same Halifax City Hall also designated Africville Park—proclaimed a National Historic Site in 2002—as an off-leash dog park. This condition has ignited a dog-fight at City Hall between the former Africville residents (visibly black), who view the site as sacred ground, and the dog owners (visibly white), who wish to continue using the Africville site for their dogs to defecate. In this workshop, participants are immersed in experiential learning that places them inside Canadian history thereby complicit in creating, disseminating, and archiving the narrative.
Upper Gym	