

# **Panel/Concurrent Session E, 4:00 - 5:00pm**

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## **E1. Creating Dynamic Assessment in 40 Minutes (50 mins)**

**KHE 125**

Deidre Lam, Hamid Ebrahimi, Student Learning Support

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**KHE 129**

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**KHE 321A**

## **E2. Precarious Learning, Precarious Teaching: Re-thinking Participation and the Realities of Student/Educator Lives (50 mins)**

Jennifer Poole, Almerinda Colella, Sonia Meerai, Social Work

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**KHE 323**

**E3. Ryerson Goes Open (50 mins)**

Sally Wilson, Ann Ludbrook, Library, Nada Savicevic, Office of eLearning, Rich Adams, Graphic Communications Management

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**KHE 323 A**

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**RCC 201**

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**POD 372**

**E4. Engaging Learners in Virtual Gaming Simulations in Nursing (50 mins)**

Oona St. Amant, Jennifer Lapum, Daria Romaniuk, Daphne Cockwell School of Nursing, Margaret Verkuyl, Michelle Hughes, Behi Nikaiin, Charene Wood, Centennial College, Paula Mastrilli, Lorraine Betts, George Brown College, Naza Djafaraova, Digital Education Strategies

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**VIC 205**

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**VIC 303**

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**VIC 501**

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**Upper Gym**

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# Panel/Concurrent Session E Descriptions

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**KHE 125**

**E1. Creating Dynamic Assessment in 40 Minutes (50 mins)**

*Deidre Lam, Hamid Ebrahimi, Student Learning Support*

Math Support has been creating dynamic assessments for credit courses at Ryerson since 2013. Much has evolved in the past five years in terms of how these dynamic assessments are used and the technology that is used to create them. Initially, dynamic assessments are used primarily to deal with remedial math at Ryerson, ensuring students have all the prerequisites to be successful in their course. However, in the past year Ryerson professors are using dynamic assessments to create thought provoking assignments and better formative and summative assessments than the ones that comes with most textbooks. Equally interesting is the technology that create these dynamic assessments. Currently, there are three platforms on the market that can generate high-level dynamic math modules: Mathematica Enterprise Edition, Maple TA, and Bitbolide. The first two require the user to know a specific programming language. Bitbolide is the only one that does not require the user to know any programming language. The aim of this session is to give all participants a hands-on experience in creating dynamic assessment using Bitbolide in 40 minutes. We ask that all participants bring their laptops and one question of their own that they want to turn into dynamic assessment. Participants will also get a chance to hear from professors of their experience using Bitbolide in the past year.

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**KHE 129**

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## **E2. Precarious Learning, Precarious Teaching: Rethinking Participation and the Realities of Student/Educator Lives (50 mins)**

*Jennifer Poole, Almerinda Colella, Sonia Meerai, Social Work*

Last summer, Almerinda Colella, an undergraduate representative on the Social Work Student' Union, put together a list of the top 10 barriers for students trying to get an education at Ryerson. Based on student consultations, this list of barriers reflected what was stopping students from fully participating in their learning, both in and outside the classroom. It was shared with educators in the fall and had a dramatic effect on how some of those educators taught this year. On the list were pressing issues such as Anti-Black and Anti-Native Racism, micro-aggressions and a lack of safety. At the top of the list was poverty and the related issues of food insecurity, precarious housing and the pressing need to work while studying. That need to work multiple jobs just to survive meant that students have to skip or leave class early, and it also meant they were being shamed for 'low participation' from their professors. In this session, Almerinda will outline the list she put together, setting the context for the realities students may face at Ryerson. Sonia Meerai will then respond with what she, as a part-time educator, has done in response and from a place of precarity herself. Then, Jennifer Poole, a tenured RFA, will imagine how a critical response to student and educator precarity relates to notions/practices of flexibility, inclusion, connection, and participation. In short, the session is for all those who want to act in response to the growing precarity faced by folks on campus. We invite you to join us for a critical conversation

**KHE 321A**

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## **E3. Ryerson Goes Open (50 mins)**

*Sally Wilson, Ann Ludbrook, Library, Nada Savicevic, Office of eLearning, Rich Adams, Graphic Communications Management*

Ryerson University has been at the forefront of establishing faculty supports for the creation of Open Educational Resources (OER) in Ontario. In the last two years our projects have received over \$1 million in grant money. OER are an innovative and effective way to reduce barriers to learning and provide supports for every student to be successful. Research has shown that commercial textbooks provide no benefit over OER to student success and that OER can reduce student stress by providing equitable access to learning resources. We will provide an introduction to OER and discuss current and recently completed collaborative OER projects at Ryerson. Collaboration on these projects has spanned multiple faculties (FCAD, Arts, Community Services and TRSM), the Office of eLearning, Library, Chang School, Digital Media Projects Office, CCS, and the Learning and Teaching Office. Through an overview of these projects we will share best practices for creating, adopting and adapting OER in your courses. The presentation will also outline funding opportunities for individual projects and look at the broader open publishing infrastructure project that Ryerson has been developing for the province of Ontario.

**KHE 323**

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**KHE 323 A**

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**RCC 201**

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**E4. Engaging Learners in Virtual Gaming Simulations in Nursing (50 mins)**

*Oona St. Amant, Jennifer Lapum, Daria Romaniuk, Daphne Cockwell School of Nursing, Margaret Verkuyl, Michelle Hughes, Behi Nikaiin, Charene Wood, Centennial College, Paula Mastrilli, Lorraine Betts, George Brown College, Naza Djafaraova, Digital Education Strategies*

Experience how using virtual gaming simulation can transform your course and engage your learners. Our multi-site team of nurse educators (from Ryerson, Centennial, George Brown) worked closely with Digital Education Strategies (DES) at Ryerson to design and create a myriad of computer-based innovative virtual gaming simulations (VGS). Our research found that VGS is a learning tool that can motivate and engage students to apply new knowledge to an experiential simulated practice environment. These VGSs offer an accessible, safe space for the learner to try out their skills based on their individual needs. VGS can be adapted for undergraduate and graduate programs. In this presentation, we will discuss and share the creation of three open access, online modules incorporating VGS surrounding maternal and newborn assessment and care. Although the substantive area focuses on maternal and newborn assessment, this presentation will be of interest to any faculty member who is eager to learn more about what VGS has to offer and how to create one for your course. Participants will have the opportunity to play the VGS we developed and experience why it is such an effective learning tool for an array of environments and learning needs. We will also share insights from the research we conducted on implementation of VGS in curricula, including from studies that investigated the impact of VGS on learning.

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**POD 372**

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