



Spotlight on Experiential Learning: Instructor panel with the Future Skills Innovation Network (FUSION)

November 11, 2pm-3pm

- Please **MUTE** your mic (webcam optional).
- Please use the **chat** for questions/comments.
- Panel presentations will be **recorded** (screen & speaker).



FUSION

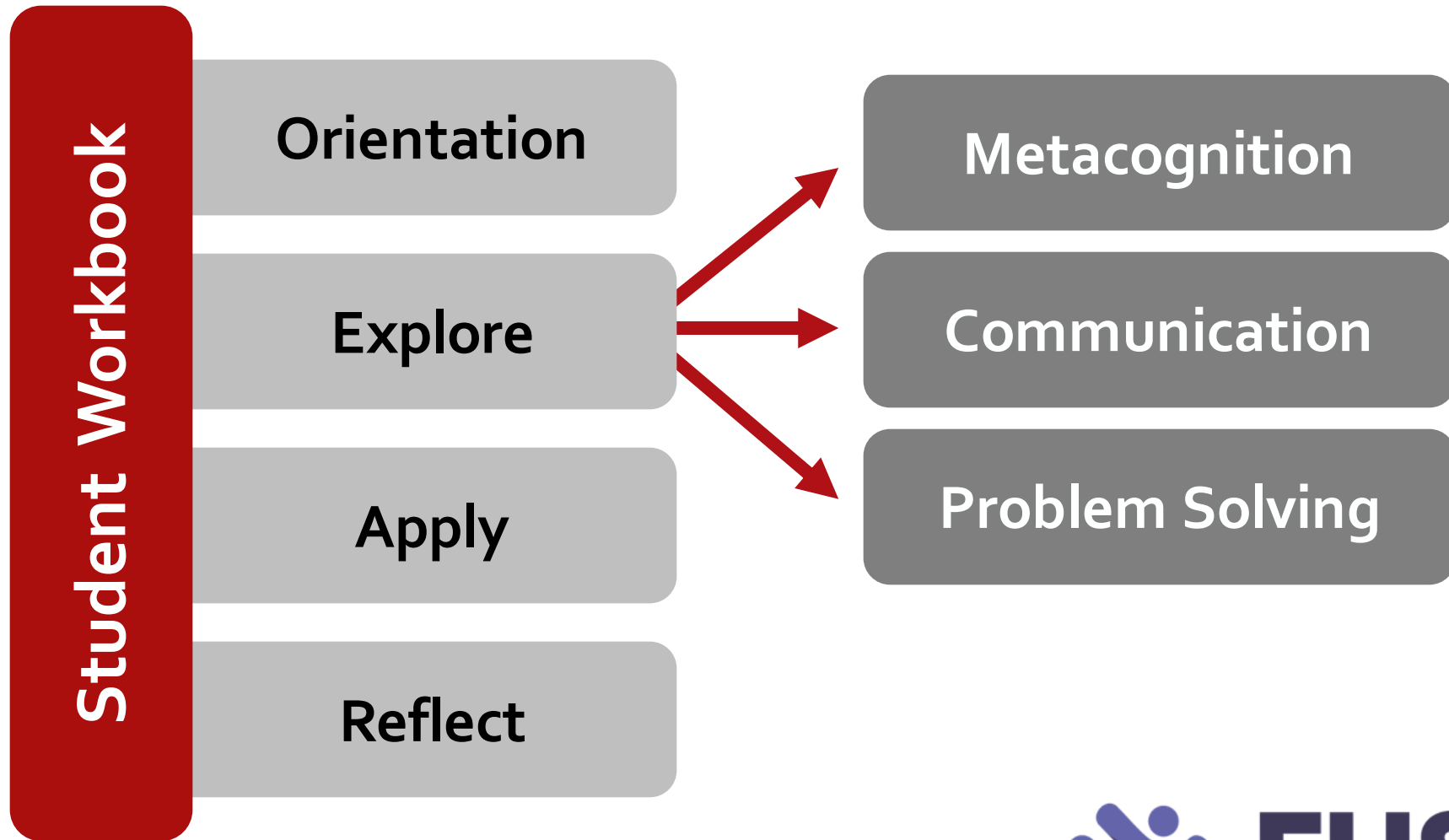
FUTURE SKILLS INNOVATION NETWORK

- Developed in partnership with the **federally funded** Future Skills Centre (FSC) - \$2.5 million with a target of reaching 1,500 students
- A collaboration of six universities: [Concordia University](#) (QC), [Simon Fraser University](#) (BC), [University of Calgary](#) (AB), [University of Saskatchewan](#) (SK), [Memorial University](#) (NL) and **Carleton University**.
- **Goal:** Foster skills development in Canadian Universities
- **Teaching and learning approaches:** Flexible, innovative, inclusive, active, and engaging
- **Framework:** EL and EDI

The FUSION Program at Carleton

- FUSION is part of Carleton University's commitment to the 2020-2025 Ontario Strategic Mandate Agreement
- **TLS Experiential Learning resource**
- **Curricular and co-curricular integration**
- **Goal:** to enhance and bridge skills to educate citizen scholars
- **Wraparound support for instructors and students**
- Research-based - SoTL
- It has **reached more than 850 students** (13 curricular courses and 11 co-curricular EL initiatives)
- Five courses from the FASS are currently integrating FUSION

The FUSION Skills-Development Curriculum (10 hours)



FUSION
FUTURE SKILLS INNOVATION NETWORK


The FUSION Skills-Development Curriculum

- 10-hour wraparound curriculum in which students engage in an active learning experience alongside completing online modules
- Throughout the entire curriculum the students fill out their Student Workbook with series of reflections based on module and phase content and the active learning experience they are engaged in
- The curriculum is divided into:
 - Orientation Module - an introduction to the FUSION network, overview of the curriculum, and student tasks
 - Three phases of **Explore, Apply, and Reflect** - the before, during, and after the active learning experience.


The three phases

- In the **Explore Phase**, students learn about the skills of metacognition, communication, and problem-solving
- In the **Apply Phase**, students go through the process of solving a real complex problem they're facing in their active learning experience - applying what they learned in the Explore Phase in a specific context
- In the **Reflect Phase**, students look back at their experienced and what they have learned, and then set goals for the future

Module versions in Brightspace

 Reflect

By the end of this module, you will be able to:



- Assess and reflect on your approach to solving your work experience problem
- Reflect on your personal skills development in the areas of metacognition, communication, and problem-solving
- Plan for continued growth towards professional goals based on your personal assessment of your progress during the experience

Click below on the module version of your choice to get started.

Reflect (interactive)	SCORM Object	✓
Reflect (PDF)	PDF document	✓
Reflect (docx)	Word Document	✓

Reflect (interactive)



SCORM Object

Reflect (PDF)



PDF document

Reflect (docx)



Word Document

Module versions

- The curriculum includes an interactive version of the modules as well as text-only versions in PDF and .docx formats.
- Completion of interactive modules is not tracked; completion and/or assessment is based on workbook submission or customized assignments
- Instructors add the assessment in after the curriculum has been imported into their course
- Consultations are available from TLS

FUSION Modules: inclusive and diversity-conscious

Orientation

Why acknowledge Indigenous land

By taking time to acknowledge the land on which you work and study, you join all engaged in the FUSION program as an active participant in reconciliation.



Land acknowledgement references

Progress: 100%

Slide 1 / 1



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FUSION: inclusive and diversity-conscious

- The FUSION content strives to be as inclusive as possible
- Includes land acknowledgement
- Representation of a diverse population of all abilities (especially in videos)
- For example:
 - Using gender-neutral names of students in scenarios
 - Using the pronoun “they” throughout

FUSION Modules: accessible and engaging

≡ Apply

Introduction



00:39 / 02:04

Progress: 100%

to an active learning experience you

Slide 1 / 1

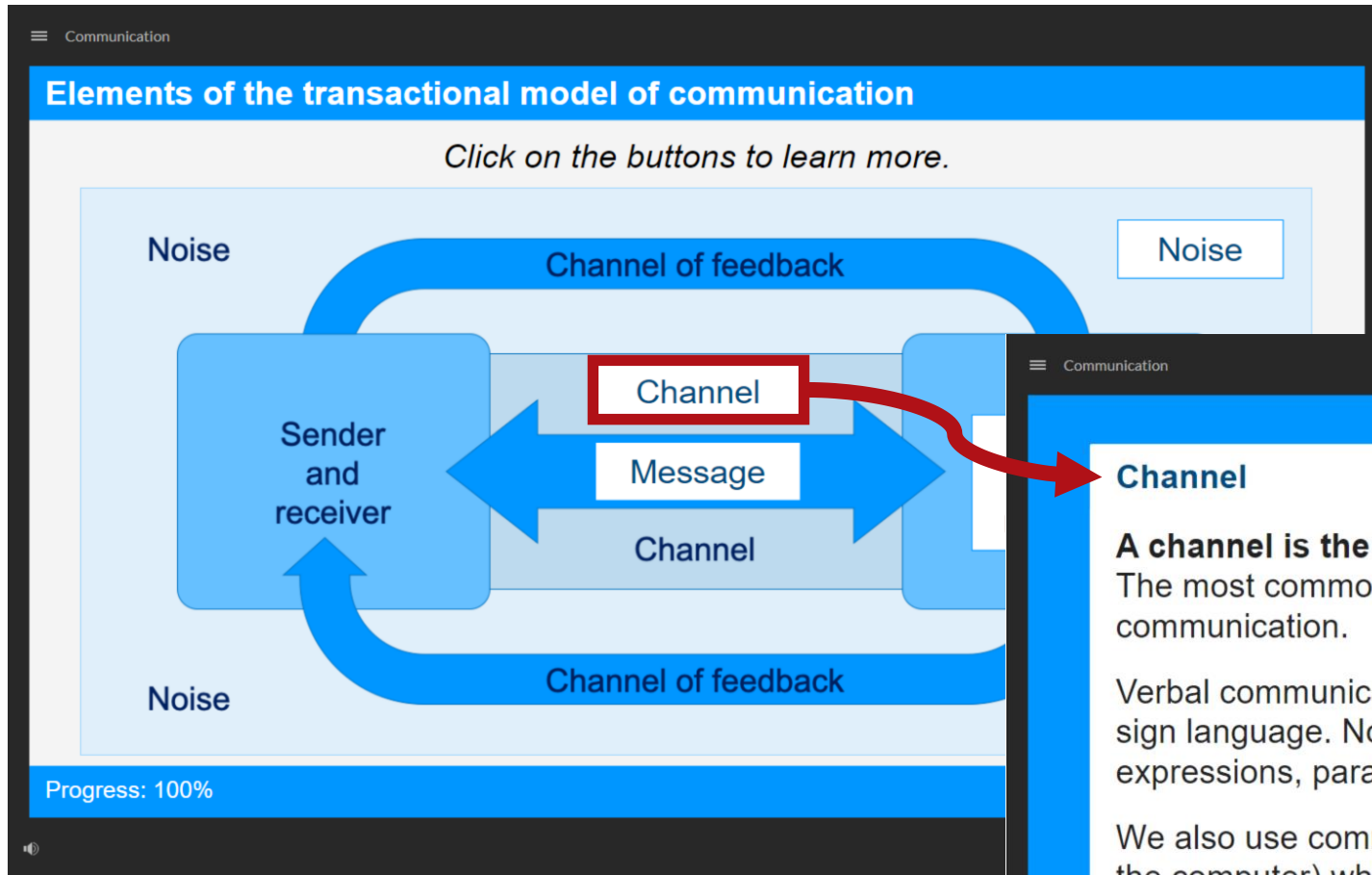
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FUSION: accessible and engaging

- Designed and built according to accessibility compliance requirements and principles
- Follows universal design for learning (UDL) principles
- Content is written from a second-person point of view and addresses the students directly

FUSION Modules: interactive and self-paced



Communication

Channel

A channel is the method a sender uses to send a message to a receiver. The most common channels humans use are verbal and nonverbal communication.

Verbal communication relies on language and includes speaking, writing, and sign language. Nonverbal communication includes gestures, facial expressions, paralanguage, and touch.

We also use communication channels that are mediated (such as television or the computer) which may utilize both verbal and nonverbal communication.

For example, as you walk by a friend on campus and smile, wave, and say “hello” to them, you are sending a message that is verbal and nonverbal.

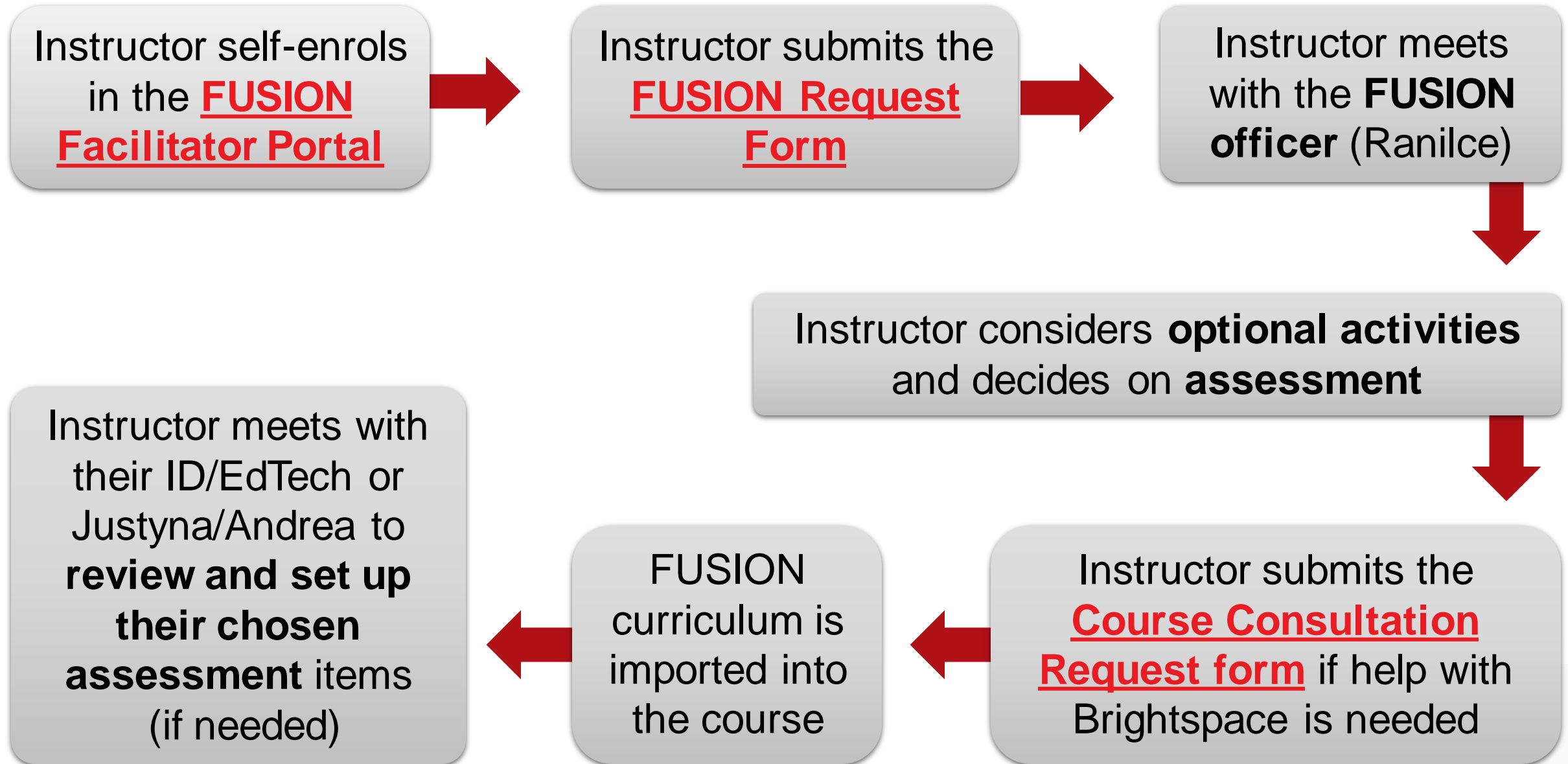
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FUSION: interactive and self-paced

- The breakdown of the modules allows students to explore the content at their own pace and with some level of autonomy
- The content is chunked to minimize cognitive overload and to allow students to focus on one piece of information at a time – in both the interactive version (use of buttons and interactive elements) and formatting in the text-only versions
- Progress through the modules is saved so students can pause at any point they wish

FUSION/TLS steps for course import



Curriculum package contents in Brightspace

Included:

- Six FUSION modules (Orientation, Metacognition, Communication, Problem Solving, Apply, and Reflect)
- Student Workbook (.docx file) *
- FUSION Curriculum Overview page *
- Instruction page for navigating through the modules
- Two surveys for program evaluation *

Not included:

- Pre-created assignment/assessment item for module completion **

* Customizable by instructor/facilitator

** TLS help available upon request

FUSION curriculum imported into a course

 Course Schedule

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 FUSION Curriculum

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 [FUSION Curriculum](#)

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 Orientation

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3

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3

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3

 Reflect

3

[FUSION Curriculum Overview](#)

 Web Page

[Navigating through and completing the curriculum](#)

 Web Page

[Student Workbook \(docx\)](#)

 Word Document

[FUSION Pre-Survey](#)

 Survey

Orientation

Metacognition

Communication

Problem Solving

Apply

Reflect

[FUSION Post-Survey](#)

 Survey

Customizing the FUSION Curriculum into ***SOCI 3210: Teaching Sociology to High School Students***

Nov 11th 2021

**Dr. Kathleen Moss, Adjunct Research Professor & Contract Instructor, Department of
Sociology & Anthropology**

Jill Fox, Research Assistant for FUSION Grant in Skills Development

2021 FUSION Grant in Skills Development: Background

- **Goal:** Project will create customized questions & scenarios for *soc education* students that focus on the role of students and teachers in an education setting.
- **Objectives:**
 - To expand upon and create tailored FUSION content which is relevant to and can be integrated into undergraduate courses with potential to improve teaching practice & pedagogy;
 - Build a FUSION focused educational template for curating assignments in cuPortfolio;
 - Design a FUSION student feedback survey specifically aimed at students taking undergraduate sociology of education courses; and
 - Create a Quick Tips Sheet
- **Benefit:** Assist sociology instructors on how FUSION is relevant, useful & better aligns with course content. This work has the potential to improve the delivery of the FUSION curriculum for instructors and explicitly connect course content to skills development for students in this course area.
- Students will gain a deeper understanding of how course content aligns with learning outcomes, academic and skills development in their assignments.



Soc/Anth offerings in education courses

Offer customized FUSION curriculum for all education courses in Soc/Anth:

- SOCI 3210 *Teaching Sociology to High School Students (V)*, enrollment N= 20
- SOCI 3300 *Sociology of Education (M)*, enrollment N= 85
- SOCI 4860 *Sociology of Teaching & Learning* enrollment N= 20

Two options for delivery of the FUSION curriculum (both lead to a CCR 10 –hour credit designation):

- Mandatory
- Voluntary



****NEW Department of Sociology & Anthropology
3210 course
Teaching Sociology to High School Students
Carleton University
2021 Fall Term**

If you are:

- ✓ interested in teaching & a career in education
- ✓ would like to gain practical experience presenting a sociology lecture to high school students

This is the course for you!

In collaboration with the Ottawa-Carleton District School Board, students will research and prepare a sociology presentation for a grade 12 social science class as an end of term final assignment.

Carleton students will refer to the Ontario Curriculum for Social Sciences and Humanities to guide student presentations by building upon curricular content, reinforcing sociological concepts and themes presented in high school classes, and provide a flavour of what sociology looks like at the undergraduate level.

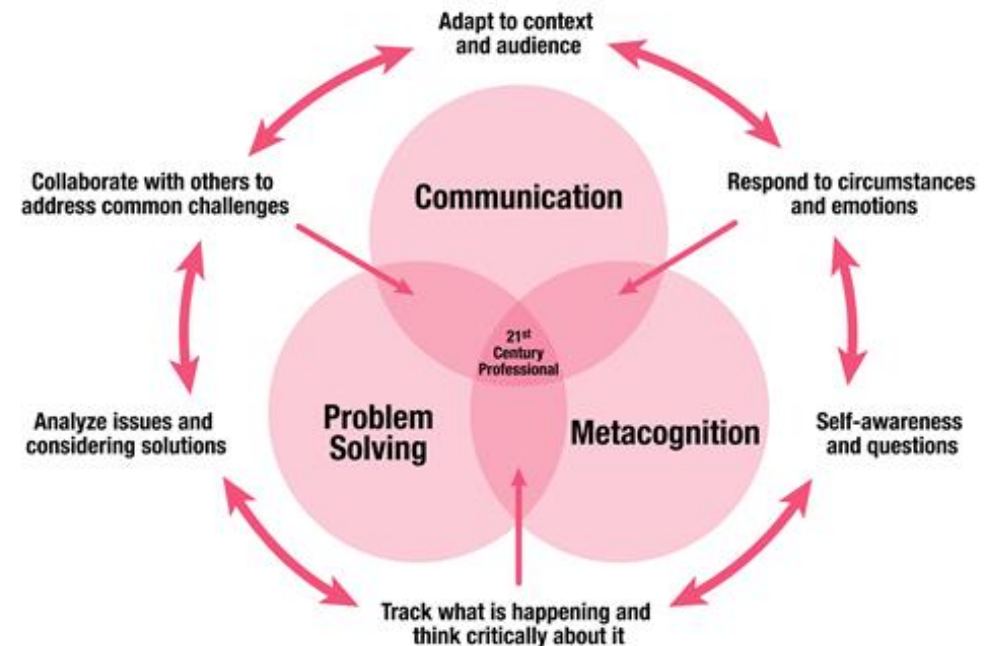


Alignment

- FUSION curriculum adds a practical approach
- Tailored workbook Qs to align with course content
- Topics covered in Sociology of Education courses
 - Teaching practices & learning strategies
 - Curriculum K-12
 - Intersectionality by gender, SES, social class, race, student mental health & wellness

These topics are well situated to explore metacognition, problem-solving, & communication

- Experiential Learning- Participate, Reflect (conceptualizing), & Apply (consolidating, operationalizing)
- EDI framework



Career Readiness Competencies

- Carleton University's Career Services and Co-operative Education have established a list of ten competencies that represent our community stakeholders; including, students, faculty members, and employers.
- It is through holistic experiential learning opportunities (curricular and co-curricular) that students will be able to reflect on the knowledge, skills and attributes that have been acquired and how to broaden them in order to serve them in their career development.

Career Readiness Competencies

Career Management

Research & Analysis

Innovation & Collaboration

Discipline-Specific Knowledge

Diversity & Intercultural Awareness

Leadership

Communication

Community Engagement

Digital Literacy

Professionalism & Work Ethic

FUSION Learning Outcomes

- Develop **metacognition**, **communication**, and **problem-solving** skills throughout the use of the FUSION skill-development curriculum
- Develop an understanding of how experiential learning can be incorporated into lesson planning and project planning,
- Demonstrate that you have enhanced your critical analytical and interpersonal skills, which will assist you in your future career choices and life pathways.

Sociology Learning Outcomes Graduates of the BA Program will be able to:

LO1: Identify, describe, explain, and apply core sociological theories and concepts

LO2: Identify, describe, and explain the diversity of sub-disciplines that comprise the field of Sociology

LO3: Apply their knowledge of the central methodological techniques used in the discipline of Sociology to understand, interpret, evaluate, and critique social science research

LO4: Relate theory and sociological literature to their lived experiences and to social issues, more generally

LO5: Communicate clearly and effectively in both written and oral forms with both academic and non-academic audiences;

LO6: Discuss, explain, and reflect upon how social differences, cultural diversity, and power relations shape social interactions in local and global settings

LO7: Apply a sense of social justice and ethically responsible conduct to their day-to-day lives

Customizing the Workbook

Metacognition

Reflect and Write #1:

- **Teacher:** Which of your learning strategies identified in the module will help you develop and succeed as a teacher? Why?
- **Student:** What learning strategies help you learn best in school? When do these differ or change?

Reflect and Write #2:

- **Teacher:** Which of the metacognition skills you gained will be most useful when teaching in a classroom? How will you apply them in the classroom context?
- **Student:** How will you use metacognitive skills in your learning while completing assignments? Which skills will help the most?

Communication

Reflect & Write #3

- **Teacher:** The pandemic and the digital age have brought new ways to communicate virtually (ie., ZOOM, Google Meets and other learning management systems). How has communication changed in your remote and/or in-person classroom? What are the benefits and/or problems with communication in the remote environment for students and teachers?
- **Student:** How would you rate the importance of communication? What do you think you do well when you communicate? What communication skills are you working on or would you like to further develop? What are the benefits and/or problems with remote learning/communication for you?

Problem-Solving

Reflect and Write #1:

- **Teacher:** Students bring diverse perspectives and cultural experiences to the classroom. How will you ensure your classroom fosters equity, diversity & inclusion when problem-solving as a teacher?
- **Student:** Your peer group has a variety of lived experiences, perspectives and come from a range of different cultural backgrounds. Describe a time you participated in a group setting (academic or work-related) where all viewpoints were considered. Please elaborate, what did this look like?

Reflect and Write #2:

- **Teacher:** Describe a situation in your teaching practice, where you had to consult other teachers about a student who was struggling with self-regulation. What problem-solving steps were initiated to support the student in class?
- **Student:** Describe the learning style that best fits your learning needs. Describe a time when you used this learning style to solve a problem in school.



7 Workbook Scenarios

Engagement & Academic Success	
Equity, Diversity, & Inclusion	
Sense of Belonging	
Mental health & Wellness	
Feeling Safe at School	
Pathways- Academic or Industry	
Information Technology	

Workbook Scenarios

Student Engagement & Academic Success

How will you, as an educator foster engagement and promote success for your students? Consider the three concepts of metacognition, communication, and problem-solving; how will you incorporate these in the classroom?

Mental Health & Wellness

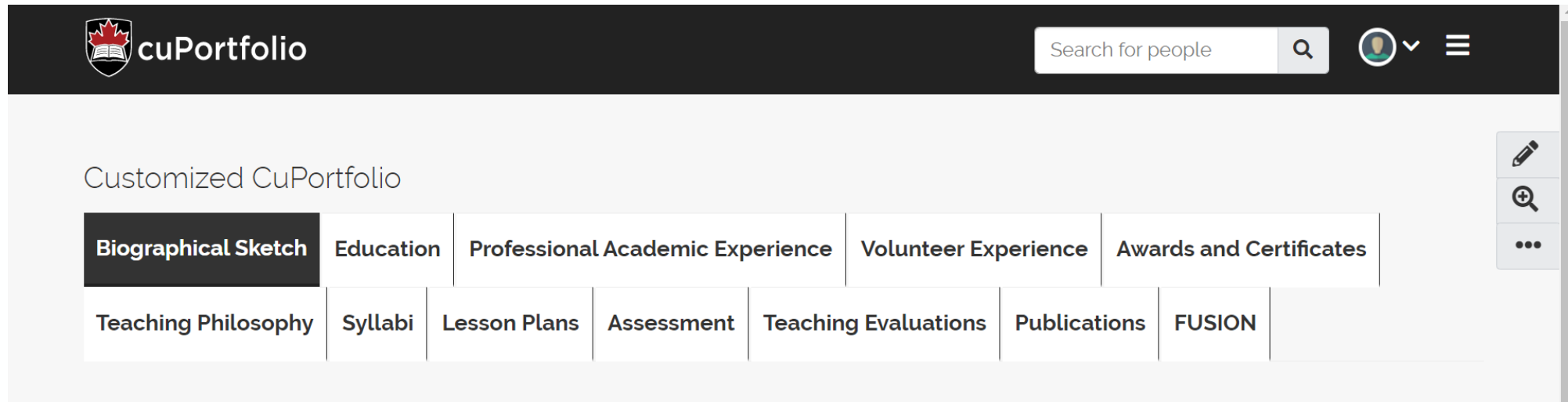
As a teacher you may need to provide mental health and wellness support to your students throughout the academic year. If a student approaches you requiring mental health support, how would you engage with the concepts of metacognition, communication, and problem-solving to best support them?

Information Technology

As a teacher you are required to learn & use a new learning management application in your class. However, due to time constraints you must learn how to use it on your own and teach your students how to use it. How will you use the concepts of metacognition, communication, and problem-solving to succeed in this situation?



Customized cuPortfolio



The screenshot shows the 'Customized CuPortfolio' web interface. At the top is a dark navigation bar with the 'cuPortfolio' logo on the left, a search bar with the text 'Search for people' and a magnifying glass icon, and a user profile icon with a dropdown arrow and a hamburger menu icon on the right. Below the navigation bar, the text 'Customized CuPortfolio' is displayed. A grid of ten portfolio sections is shown: 'Biographical Sketch' (highlighted with a dark background), 'Education', 'Professional Academic Experience', 'Volunteer Experience', 'Awards and Certificates', 'Teaching Philosophy', 'Syllabi', 'Lesson Plans', 'Assessment', 'Teaching Evaluations', 'Publications', and 'FUSION'. On the right side of the grid, there is a vertical sidebar with three icons: a pencil (edit), a magnifying glass (search), and three dots (more options).

cuPortfolio

Search for people

Customized CuPortfolio

Biographical Sketch	Education	Professional Academic Experience		Volunteer Experience	Awards and Certificates	
Teaching Philosophy	Syllabi	Lesson Plans	Assessment	Teaching Evaluations	Publications	FUSION

Post Feedback Survey

FUSION Student Feedback Survey SOCI 3210

By continuing with this FUSION Student Feedback Survey, I agree and acknowledge that my personal information and all data I provide through the FUSION skills-development curriculum may be used for the FUSION Network Project research, program evaluation, and improvement purposes. Research linked to the project must be submitted to and approved by the Carleton University Research Ethics Board. Samples of completed work may be used in any publication, report, or research associated with this project.

Any testimonials provided about my experience with the FUSION curriculum (modules, workbook, workshops, etc.) may be used and disclosed in future approved research findings or program evaluation. Personal information collected through the FUSION Project and the skill-development curriculum will be used and disclosed by Carleton University under the authority of the Carleton University Act, and in accordance with sections 39, 41 and 42 of Ontario's Freedom of Information and Protection of Privacy Act.

Hi, Kathleen. When you submit this form, the owner will see your name and email address.

* Required

1. According to the statement above:

*

- ☐ I agree & acknowledge
- ☐ I do not agree

2. How do you identify your gender?

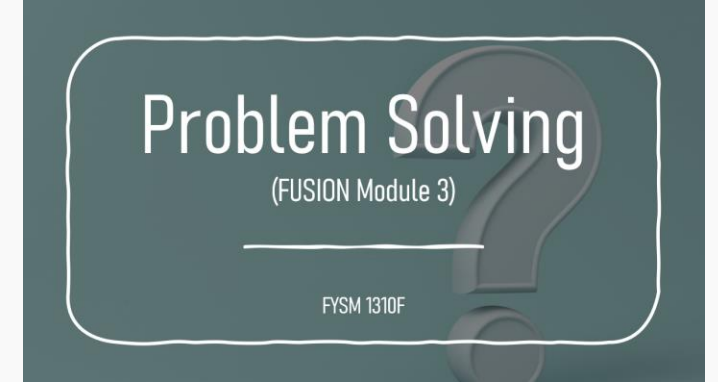
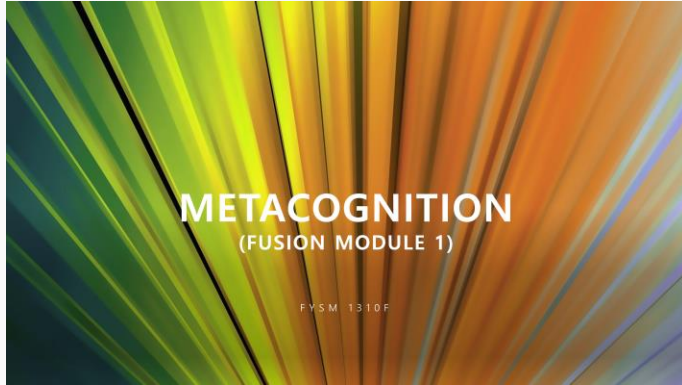
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Integrating the FUSION Curriculum into FYSM 1310F: *Emerging Adulthood and Beyond*

**Dr. Lisa Menard, Adjunct Professor & Contract
Instructor, Psychology &
Ryan Lyster, Research Assistant (SaPP & FUSION)**

FUSION and FYSM 1310F: *Increasing Student Engagement*

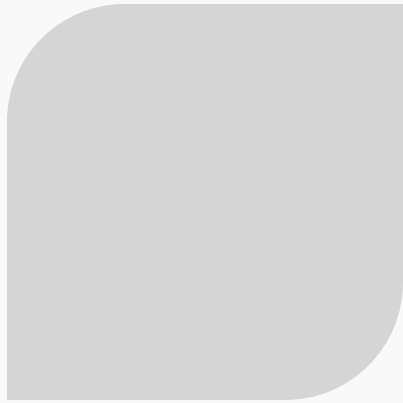
- First-year seminar open to FASS students – two terms; enrolment capped at 30 students (2021 cap - 24 students)
- Content focus of FYSM is lifespan development from a psychosocial perspective; assessment is focused on academic skills
- FUSION curriculum is worth 25% of the Fall term grade – students submit workbook 3 times – Explore, Apply, & Reflect Phases
- Contributes to Co-curricular Record



FUSION Workshops



Three Parts to each Workshop



REVIEW



ACTIVITIES



DISCUSSION

FUSION

Integration as a Whole

Valuable Experience



**Experiential Learning
Opportunity**



Personal Development

Integrating the FUSION Curriculum into FYSM 1700: *Connecting Academics and Careers*

**Dr. Lorraine Godden, Instructor II, Career Development & Employability, Faculty of
Public Affairs**

About FYSM 1700

What public
affairs work
looks like

Growth &
Success

Exploring
options

Relating skills
to academics

Making
connections

Skills
development

Planning

Navigating
with
PURPOSE

Determining
interests

Embedding FUSION into FYSM 1700 (e.g., Metacognition)

Agenda

FUSION Skills #1

- FUSION Orientation & Metacognition
- Logistical, analytical & critical thinking
- Debating, deciding, implementing, and evaluating public policy
- Aptitude for leadership
- Accountability



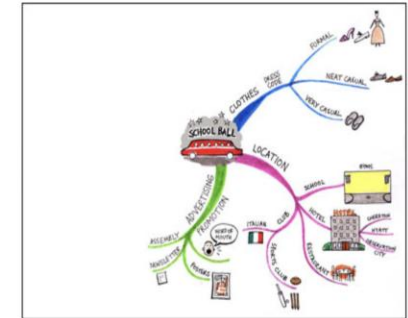
FYSM 1700: Week 2, Critical thinking Activity Part One

Asking Questions to Analyze

To gather information	→	<ul style="list-style-type: none"> • What kinds of information do I need to meet my goal? • What information is available? • Of the sources I found, which ones will best help me achieve my goals?
To analyze	→	<ul style="list-style-type: none"> • What are the parts of this information? • What is similar? What is different? • What are the reasons for this? Why did this happen? • What ideas, themes, conclusions emerge? • How will I categorize this information?
To see whether evidence or examples support an idea	→	<ul style="list-style-type: none"> • Does this evidence make sense? • How do the examples support the idea or claim? • Are there examples that might disprove the idea/claim?
To distinguish fact from opinion	→	<ul style="list-style-type: none"> • Do the words in this information signal fact or opinion? • What is the source if this information? Is the source reliable? • If this is an opinion, is it supported by facts?
To examine perspectives and assumptions	→	<ul style="list-style-type: none"> • What perspectives might the author have, and what may be emphasized or determined as a result? • What assumptions might lie behind this statement or material? • How could I prove?—or disprove—an assumption?
To evaluate	→	<ul style="list-style-type: none"> • What information will support what I am trying to prove? • Is this information true or false? Why? • How important is this information?



Step 5: Draw another main branch but this time use a different colour, different ideas and keeps your mind stimulated). Draw sub-branches at any stage, move on and create another branch.



Stage 6: Keep repeating the above process (different colours, main branches, sub-branches, and absurd pictures). Make sure each branch is curved and not a straight line, stimulated by curved lines.



Key Learnings: Supporting my Teaching Practice

Learning outcome (one of five)	Students will explore what inspires them, how they can be successful, various opportunities that are available in university to support public affairs related career paths, and how this underpins their learning and development at Carleton and in their broader communities
Assessment	<ul style="list-style-type: none">•Assignment One: FUSION workbook completion (Individual Assignment)•25% of course•Developmental feedback
Content (Example: Metacognition)	<ul style="list-style-type: none">•Debating, deciding, implementing, and evaluating public policy•Logistical, analytical, and critical thinking•Aptitude for leadership<ul style="list-style-type: none">• Self-awareness• Self-efficacy• Confidence•Accountability
Student engagement	<ul style="list-style-type: none">•Active learning•Self-development•Understanding of value and application of degree•Provides me with structure to help promote above

Key Learnings: From Students!

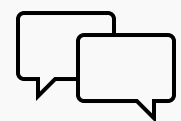
“With no work experience, I think certain modules definitely helped me, like for example communicating with my professors.”

“I liked filling in the FUSION workbook after we had our weekly session. It helped me apply what the professor shared to my own situations.”

“FUSION really helps you to think about how you can do well in your degree. It helped me see that I need to keep working on my skills if I am to do well in my courses.”

Michelle – FUSION skills portfolio

- <https://cuportfolio.carleton.ca/view/view.php?t=nHyWze0XqOhU63MjEPG5>
- Storytelling:
 - FUSIONS skills built when completing my portfolio
 - FUSION skills built from working as the FUSION Scholarship and Innovation Support



Q&A

- Opening
 - **Dr. Ranilce Guimaraes-Iosif**, FUSION at Carleton
 - **Justyna Szluinska**, FUSION Module design
- Showcase
 - **Dr. Kathleen Moss and Jill Fox** (Sociology)
 - **Dr. Lisa Menard and Ryan Lyster** (Psychology)
 - **Dr. Lorraine Godden** (Public Affairs)
 - **Michelle Dich** (student perspective)

➤ **FUSION Symposium** @ Carleton University - December 1st, 2021

<https://carleton.ca/tls/cu-events/fusion-skills-development-symposium/araadicionartexto>

Additional information

- FUSION is part of Carleton University's commitment to the 2020-2025 Ontario Strategic Mandate Agreement

THANK YOU FOR JOINING US!

If you have any questions about FUSION, contact us at fusion@carleton.ca



Closing

- Follow-up survey: feedback + draw (5 x \$100!)
- Key resources:
 - Events: [TLS Events page](#)
 - Website: [Experiential Education](#)
 - Funding: [CUELF](#) (deadline: Jan. 18 for March start)
 - Contact: Nina Doré nina.dore@carleton.ca or TLS [consultation request form](#)

Thank you!