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).
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](https://www.concordia.ca) (QC), [Simon Fraser University](https://www.sfu.ca) (BC), [University of Calgary](https://www.ucalgary.ca) (AB), [University of Saskatchewan](https://www.usask.ca) (SK), [Memorial University](https://www.mun.ca) (NL) and [Carleton University](https://www.carleton.ca).

**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)

Student Workbook
- Orientation
- Explore
- Apply
- Reflect

Metacognition
Communication
Problem Solving
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 (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.
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%
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
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
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.
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.
Instructor meets with their ID/EdTech or Justyna/Andrea to review and set up their chosen assessment items (if needed)

Instructor submits the FUSION Request Form

FUSION curriculum is imported into the course

Instructor considers optional activities and decides on assessment

Instructor submits the Course Consultation Request form if help with Brightspace is needed

Instructor meets with the FUSION officer (Ranilce)

Instructor self-enrols in the FUSION Facilitator Portal

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
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 cuPorfolio;
  - 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.
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.
• 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
• 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.
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?
Reflect & Write #3

• **Teacher:** The pandemic and the digital age have brought new ways to communicate virtually (i.e., 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
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 35, 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?
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
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
- Relating skills to academics
- Navigating with PURPOSE
- Growth & Success
- Making connections
- Determining interests
- Exploring options
- Skills development
- Planning
Embedding FUSION into FYSM 1700 (e.g., Metacognition)
## Key Learnings: Supporting my Teaching Practice

<table>
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<tr>
<th>Learning outcome (one of five)</th>
<th>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</th>
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| **Assessment** | • Assignment One: FUSION workbook completion (Individual Assignment)  
• 25% of course  
• Developmental feedback |
| **Content** (Example: Metacognition) | • Debating, deciding, implementing, and evaluating public policy  
• Logistical, analytical, and critical thinking  
• Aptitude for leadership  
  • Self-awareness  
  • Self-efficacy  
  • Confidence  
• Accountability |
| **Student engagement** | • Active learning  
• Self-development  
• Understanding of value and application of degree  
• Provides me with structure to help promote above |
“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](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/ara adicionartexto
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!