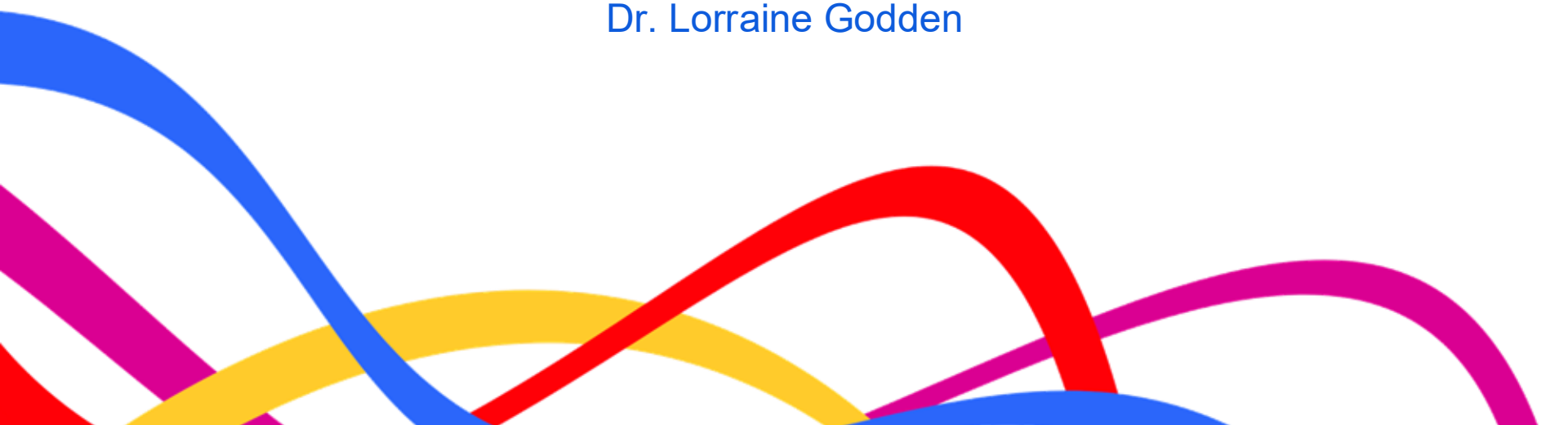




Inclusive, Accessible, and Robust Skills Development for All

A Workshop for ACE/WIL CACEE Annual Conference 2026
Dr. Lorraine Godden



A little about me...

Formal Roles

FUSION National Lead (Carleton University)

Associate Faculty (Yorkville University)

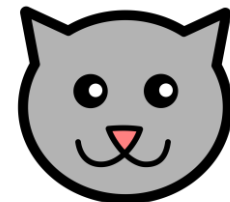
Adjunct Faculty (Douglas College)

Quals and Certs

PhD Educational Policy (Queen's University)

Certified Career Development Professional (CCDP)

Qualified Teacher (UK)





Agenda

- Introduce the FUSION Network and project
- Review FUSION Modules
- Share how FUSION modules are built
- Experience FUSION assessment
- Review case studies of implementation across the Network
- See what the data says
- Learn how you can access FUSION modules for free!

What is FUSION and the FUSION Network?



The FUSION Network





Making the FUSION Network work!

Vision

Reimagine how we teach and learn, open doors to future-focused education, and equip students to dynamically lead and enact meaningful change.

Mission

Co-develop inclusive and accessible training modules that support all learners in developing foundational, transferable and sustainable skillsets.



Making the FUSION Network work!

FUSION Core Values

Collaboration	Equity	Validity	Innovation	Learning
We openly share between our Network, hold dialogue among vested parties, and share free skills development opportunities.	We expand opportunities and inclusion through accessible skills development opportunities.	We root our work empirically and leveraged evidence-based decision making.	We embrace a readiness to experiment and test assumptions and value divergent thinking to stimulate fresh ideas.	We are committed to continuous improvement and learning from success and failure.

The FUSION Modules and the build process





The FUSION modules



Adaptability



Creativity



Problem Solving



AI Literacy



Digital Literacy



Self-Management



Collaboration



Inclusivity



Wellbeing



Communication



Innovation



Constructive Dialogue

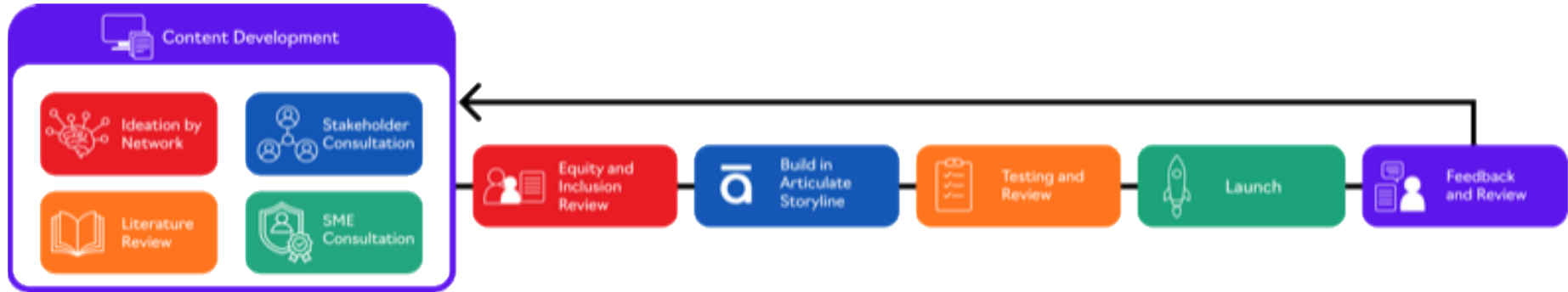


Metacognition

FUSION and Skills for Success



The FUSION build process



FUSION module structure

- Modules can be added/integrated into academic courses and into student programming/training
- Online, self-paced, ready-to-use





Design considerations

- ✂️ **Inclusive and diversity-conscious:** Representation of diverse populations of all abilities • territory acknowledgments • simple and gender-neutral language • succinct grammatical structures • relatable examples and visuals
- ✂️ **Accessible and user-centered:** Clear, consistent content breakdown and layout schemes • chunked content to minimize cognitive overload • AODA-compliant with required contrast ratios • sans-serif fonts • large-sized text • videos with high quality audio, closed captioning and transcripts • alt text for images where meaning needs to be conveyed • universally-recognized icons • descriptive hyperlinks
- ✂️ **Multi-modal and engaging:** Interactive and text-only versions • self-paced content • flexible, customizable implementation • frequent opportunities for reflection relate the content to personal contexts • meaningful and practical content, reflection questions, and activities • real-life scenarios and possibilities

The FUSION Modules – Let's take a closer look!




Example 1 of 5 from FUSION's interactive files

1) Videos

Introduction

1



you can use to plan your own next steps for future skill

01:14 / 01:20

Script

Progress: 7%

Slide 3 / 41

Example 2 of 5 from FUSION's interactive files

- 1) Videos
- 2) Static slides

Introduction

Seeking opportunities for growth and learning

2



Showing initiative requires you to identify and act upon opportunities for growth and learning of your own volition without others requiring you to do so.

In a professional setting, you should be curious about your organization and how it works and keep your mind open to new ideas and new possibilities. You should always be on the lookout for areas in your organization that could use improvement and for opportunities where you can learn something new.

Progress: 15%

Slide 62 / 139

Example 3 of 5 from FUSION's interactive files

- 1) Videos
- 2) Static slides
- 3) Slides with clickable buttons to access more content

Introduction

Seeking opportunities for growth and learning

SMART goals (continued)

Let's look at SMART goals in more detail. *Click on each button to learn more.*

3

S Specific

M Measurable

A Achievable

R Relevant

T Timely

Progress: 19%

Slide 77 / 139

Example 4 of 5 from FUSION's interactive files

- 1) Videos
- 2) Static slides
- 3) Slides with clickable buttons to access more content
- 4) Self-assessment quizzes

Introduction

Seeking opportunities for growth and learning

SMART goals (continued)

Let's look at SMART goals in more detail. *Click on each button to learn more.*

Self-assessment question #9

Select the choice that best reflects your thinking and behaviour in **the past month**.

4

I like to try new things.

Never Seldom Sometimes Usually Always

Progress: 18%

Slide 14 / 76

Example 5 of 5 from FUSION's interactive files

- 1) Videos
- 2) Static slides
- 3) Slides with clickable buttons to access more content
- 4) Self-assessment quizzes
- 5) Calculation of self-assessments

Introduction

Seeking opportunities for growth and learning

SMART goals (continued)

Let's look at SMART goals in more detail. Click on each button to learn more.

Self-assessment question #9

Select the choice that best reflects your thinking and behaviour in **the past month**.

Your self-assessment score

This is how you perceive your skills in strategic areas.

5

Exploring and understanding change: score 4

Managing uncertainty: score 3.33

Being adaptable and flexible: score 3

Mindset: score 3.33

Please add your scores to your workbook.

Review questions

Progress: 24%

Slide 18 / 76

The FUSION Modules – Let's dive in!





Activity

- Self-Assessment = Constructive Dialogue
- Read the statements
- Score your responses
- Let's discuss

CONSTRUCTIVE DIALOGUE: SELF-ASSESSMENT (SHORTENED)

Statement	Never	Seldom	Sometimes	Usually	Always
Area 1: Emotional awareness					
I regulate my emotions in conversations to stay grounded and limit getting upset.	1	2	3	4	5
I pay attention to the tone and body language that people use and try to respond accordingly.	1	2	3	4	5
Score for this area (total points divided by number of statements)					
Area 2: Arguments and counterarguments					
I express counterarguments in a respectful manner, focusing on ideas rather than personal attacks.	1	2	3	4	5
I am open to adjusting my opinions if presented with a strong counterargument.	1	2	3	4	5
Score for this area (total points divided by number of statements)					
Area 3: Respecting diversity and inclusion					
I recognize how my personal views of the world affect my openness to diversity.	1	2	3	4	5
I approach differences among people with curiosity rather than judgment.	1	2	3	4	5
Score for this area (total points divided by number of statements)					

- **If your score is 4 or less**, this may be an area for ongoing skill development and improvement.
- **If your score is greater than 4 but less than 8**, this may be an area where you recognize some strengths, but also where there is still room for skill development and improvement.
- **If your score is 8 or higher**, this may be an area where you perceive your skills to be strong.

Let's share...

Did your self- assessment results surprise you?

How did you learn the skill of constructive dialogue?

Did you learn it in an undergraduate class?

Did you seek out books or training?

Did you have a coach or mentor?



FUSION Case Studies – Memorial University of
Newfoundland
and University of Calgary



Memorial: Home Away From Home

- In-person weekly engagement
- Indigenous students – all programs
- Two student leads
- Weekly meetings
 - Healing circles
 - Dream catcher making
 - Cultural clothes consultation
 - Sealskin shadow box craft
- Cultural balance – skill area chosen by students that they wanted to work on though this initiative



Calgary: Students as Partners Program

- Hired and trained students to offer in-class support to instructors embedding FUSION modules into their classes
- Built students' skills in project management, leadership, and public speaking
- Created case studies to encourage further uptake of FUSION



The FUSION modules – Let's dive in again!





Activity

- Exploring your creative self
- Select the image that best reflects your play personality
- Explore other images
- Think about the role of play in your life

Exploring Creativity

Overview



Creative exploration is more than just thinking differently. It means breaking free from limits and letting yourself play, try new things, and take chances. Through art, writing, music, or other activities, this exploration helps you challenge norms and connect ideas in new ways. In this open space, new ideas can grow without fear of judgement or failure. By imagining freely and following your curiosity, you can find new insights and turn everyday moments into chances for creativity.



Activity: Play



Dr. Stuart Brown identified eight play personalities. Most people are a blend of several play personalities, but one is usually dominant.

Understanding your play personality gives you insights into your natural preferences and sources of enjoyment, which you may want to rekindle when exploring your creativity.

Activity instructions

On the following slide, select the image that you feel best represents your play personality. Once selected, you will be given a description of that play personality. Close the description and select any other play personalities you identify with.

Activity: Play (continued)



Select the image or images that you think best reflect your **play personality**.





Stop and think

- **What personal experiences can you draw from that highlight the play personality or personalities that you chose?**

Stop and think



Now might be a good time to take a break to think about the following questions.

What's an idea you have that is exciting but also just beyond what you think you can do?

- **What would it take to explore that idea anyway?**
- **What might come from pushing past that hesitation?**

FUSION Case Studies – Concordia University and University of Saskatchewan





Saskatchewan: Food Bank

- Integrated FUSION modules into the Workplace Experience Training Program (WETP)
- Program runs 3 x per year, 10-20 participants each cohort
- Technical and transferable skills training
- Digital literacy, communication, adaptability, and problem solving

"I believe FUSION is a useful tool for participants' learning skills [in WETP]. I like the design of the modules which aligns with our existing program curriculum and learning outcomes. The systematic approach is refreshing to facilitate to participants on every level. Thank you for the chance to participate in this educational endeavor."

– Ethan Lipton, Facilitator, Workplace Experience Training Program, Saskatoon Food Bank and Learning Centre



Concordia: Black Voices, Bright Futures – A Career Readiness Program for Black Students

- Combination of in-person and remote meetings
- Self-reflections of skills and strengths
- Black Professional Panel – underlining and re-enforcing
- Reflections on career directions
- Discussions on challenging workplace dynamics

“The program was transformative, providing me with practical strategies for negotiation and leadership, which now serve as a professional playbook for career advancement.”

“I have had jobs previously but have never worked towards a career. I also didn’t know people who could help me begin that process so I felt lost. Now I know where to start and with a new resume and LinkedIn I feel more confident to begin my career search. I now feel like a real adult.”

Carleton: ConstructEd – LEGO® Serious Play®

- Series of in-person workshops using LEGO® Serious Play® methodology
- Challenge-Build-Share-Reflect
- Multiple modes of communication (visual, auditory, and kinesthetic)
- Respect for individual meaning-making
- Open to all members of Carleton community



FUSION – What does the data say?



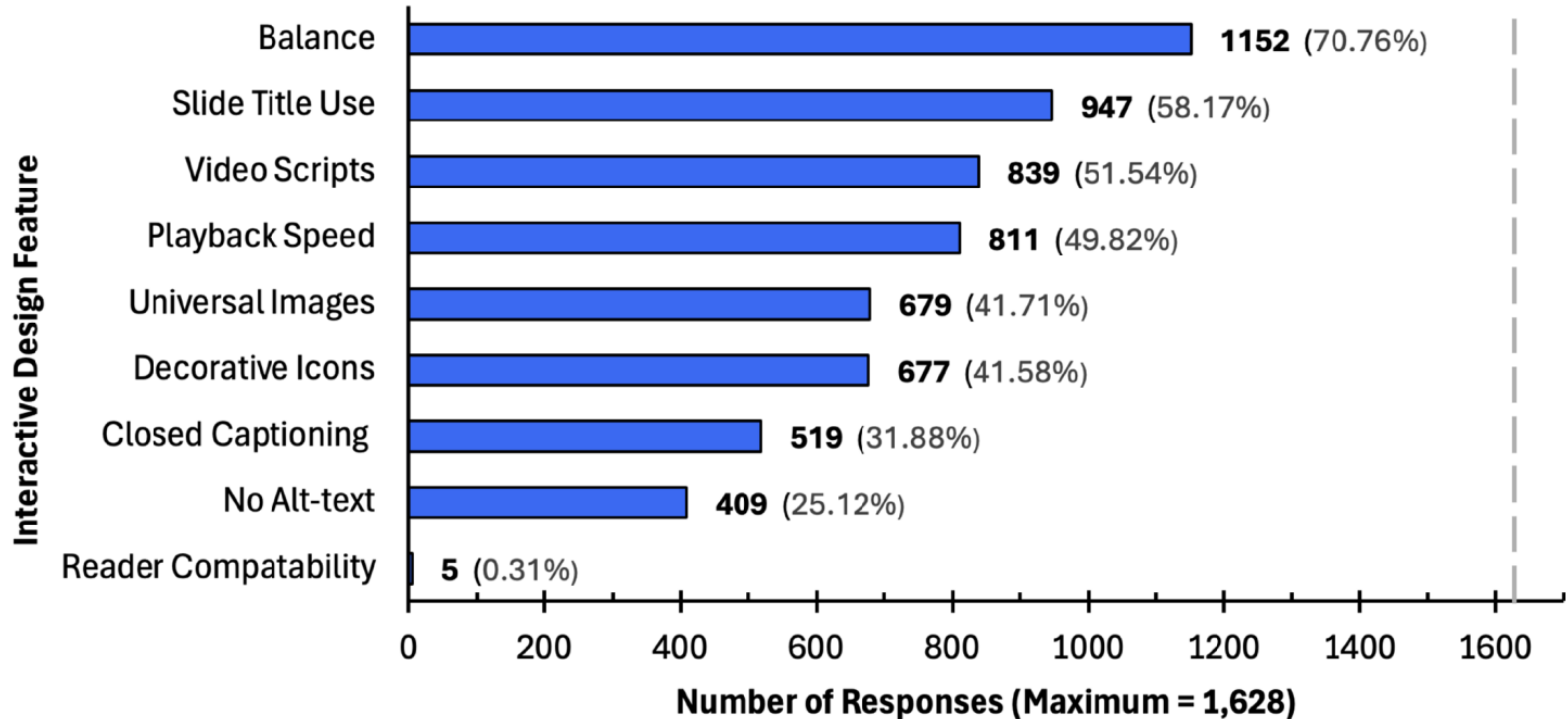
FUSION – The numbers!

Participation	Satisfaction	Reach
15495 module completions	Perception of skills gained = 76.2%	Modules created under Creative Commons License Attribution-NonCommercial-ShareAlike 4.0 International
<ul style="list-style-type: none">• 5912 module completions by students who completed demographic survey<ul style="list-style-type: none">• 54.8% Female• 20.6% Racialized/visible minority• 10.4% Newcomers• 10.3% People with disabilities• 6.2% 2SLGBTQI+• 3.6% Official language minority• 2.2% Indigenous peoples	Intention of future application of skills – 83.3% Effectiveness of applying skills to real-world applications = 80.3%	900+ staff and faculty have access to FUSION across Network 100+ external requests for modules 30+ post-secondaries are using FUSION

Design features that support learning

Variable	Description	<i>n</i>	%
Self-Paced	Ability to work at your own pace	1429	81.01%
Manageable Chunks	Large content pieces broken down into manageable chunks	1010	57.26%
Language	Language (e.g., short sentences, basic vocabulary, lack of idioms and colloquial expressions)	970	54.99%
Reflect & Write	Reflect and write opportunities that depict real-life scenarios	853	48.36%
Applied Learning	Use of "applied learning" as the context in which to develop your skill	834	47.28%
Stop & Think	Frequent opportunities to stop and think about the content	748	42.40%
Choice of Format	Availability of the content in multiple formats (i.e., interactive files, .docx files, PDFs)	747	42.35%
Repeated Format	Presentation of the content in predictable and repeated formats (e.g., the content of each topic in the Explore phase is followed by an explanation of why it matters, examples, and an opportunity to stop and think)	675	38.27%
Second-Person	Second-person point of view (i.e., you)	651	36.90%
Formatting of Files	Formatting of files (e.g., sans-serif font, bold used for emphasis, italicized text used exclusively to indicate instructions, compliance with AA contrast ratios of text)	622	35.26%
Representation	Representation of diverse experiences	559	31.69%
Territory	Territory acknowledgment	349	19.73%

Interactive features that support learning



Skill building outcomes

Strongly Disagree

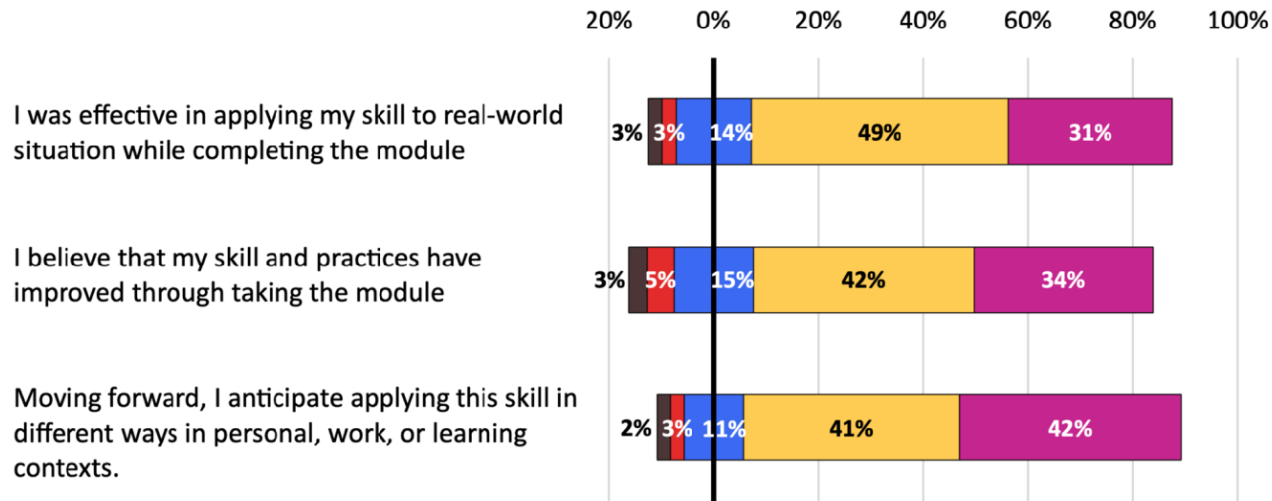
Disagree/Somewhat
Disagree

Neutral

Agree/Somewhat
Agree

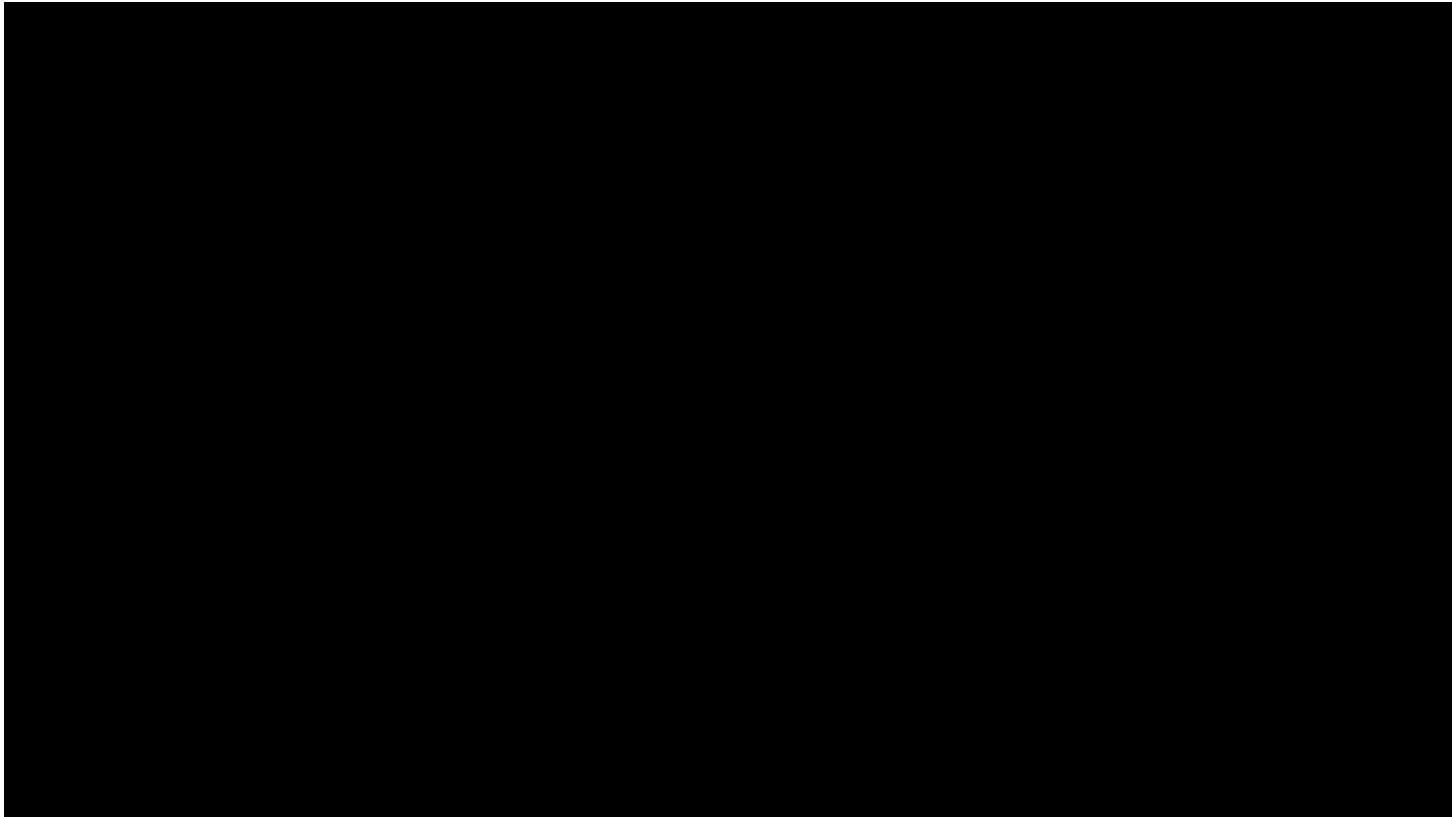
Strongly Agree

Skill Building





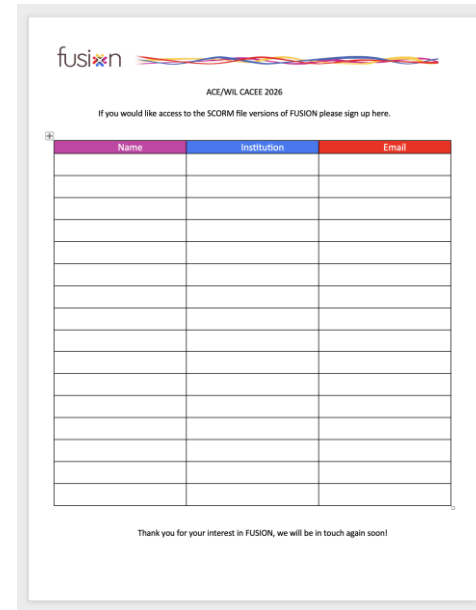
What do students say about FUSION?



How can you obtain FUSION modules for your institution?

You can access the FUSION modules by adding your name, institution and email address to the sign-up form on your table.

Thank you!



The image shows a sign-up form for FUSION modules. At the top left is the 'fusion' logo. To its right is a decorative horizontal line with wavy, multi-colored patterns. Below the logo, the text 'ACE/WIL CACEE 2026' is centered. Underneath that, a smaller line of text reads: 'If you would like access to the SCORM file versions of FUSION please sign up here.' Below this text is a table with three columns: 'Name', 'Institution', and 'Email'. The table has 15 rows, with the first row being the header. At the bottom of the form, there is a small line of text: 'Thank you for your interest in FUSION, we will be in touch again soon!'.

fusion

ACE/WIL CACEE 2026

If you would like access to the SCORM file versions of FUSION please sign up here.

Name	Institution	Email

Thank you for your interest in FUSION, we will be in touch again soon!

Thank you for attending!

Connect with us on LinkedIn!

Dr. Lorraine Godden

lorraine.godden@carleton.ca

