Template for Learning and Training courses

This template helps to identify examples of training courses that teachers or any of the Target audience of the project want to implement locally. The learning of training courses can address any of the Eden-Hub tool (use of the octagon, use of the toolbox, self-position tool for Guidance…) or the development of one specific competence of the Octagon.

Course Name/ Training Session	An Introduction to Fusion Skills for Learning and Employment
Partner	City of London

Course / training session description
What is Fusion and what are Fusion Skills? *The 21st Century is characterised by Fusion. There are fusions of industries, fusions of cultures, and fusions of identities. It is the idea that a website is a series of codes AND a creative work of art AND an exciting user experience. That art is in a gallery AND on your phone. That friendships are in your local area AND on the Internet AND in global subcultures. To live, work and study today is to navigate through and around these fusions and the myriad of possibilities that they bring.*

Instructor/ lecturer	**Dr Anne Bamford OBE** Professor Anne Bamford held the post of Strategic Director of Education, Skills and Culture for the City of London. Anne has been recognized nationally and internationally for her research in education, emerging literacies, and visual communication. She is an expert in the international dimension of education and through her research, she has pursued issues of creativity, innovation, social impact and equity and diversity. Anne has conducted major national impact and evaluation studies for the governments of Denmark, The Netherlands, Belgium, Iceland, Hong Kong, and Norway.
Language & Pre-requisites	Instructional language is English. This programme is suitable for people from 12 years of age to 80+. This is an introductory course. No pre-requisites are needed but participants should be keen to improve their skills and to be able to flourish in

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	learning, working and life. Learners should bring a device that is capable fo accessing the web e.g. a smart phone, laptop or tablet. Wifi will be accessible. Please indicate if this is not possible for you so we can arrange an alternative. Please let the instructors know in advance if you have any specific learning accommodations.
Learning Goals / Learning Objectives	**Learning Goals**: To gain an improved understanding of fusion skills and the difference these can make to getting your life goals and enjoying learning and work. To begin the journey to develop and expand your fusion skills. **Learning Objectives:** - To introduce fusion skills. - To understand the importance of fusion skills to learning and working. - To enhance your capacities for lifelong learning and understand the significance of becoming a lifelong learner. - To become familiar with the language used to describe skills. - To self-assess your fusion skills to create a learning profile. - To be aware of resources you can access to improve your fusion skills. - To make a personal plan to enhance at least one of your fusion skills.
Learning Outcomes (level descriptors)	As a result of participating in An Introduction to Fusion Skills for Learning and Employment learners will be able to: - **Define:** fusion skills and be familiar with other terminology used. - **Identify:** the 12 fusion skills. - **Recall:** times that they have used the fusion skills in everyday situations. - **Compare and contrast:** self-evaluation tools for fusion skills. - **Discuss:** fusion skills profiles. - **Interpret:** fusion skills visual profiles and comment on elements that surprised or interested them.

	- **Apply:** the learning from self-evaluation tools to finding suitable development tools. - **Relate:** self-assessment and learning tools discoveries to short and medium term learning and/or life goals. - **Summarise and Construct:** a personal next steps plan with SMART goals. - **Create:** a visual plan with a slogan to show you learning journey ahead. - **Evaluate:** the learning on the course in terms of fusion skills.
Course Schedule	Fusion Skills are the competencies, characteristics and tools which individuals need to flourish in the 21st Century Fusion environment. This short course provides you with an introduction to reach into your own Fusion Skills toolkit to engage, communicate, learn and flourish. Developing your Fusion Skills boosts your learning capacities and makes you achieve in education and in work. This course is a lively and fun introduction to Fusion Skills. The duration of the course is a three-hour block. During the course we will: - work individually, in small groups and altogether. - meet people you have never met before. - network and connect. - be open to new ideas and to sharing. - talk, listen, co-create, solve problems, propose solutions, model practice, and influence. - be inspired. - use design thinking and innovative approaches.
Description of Sequences **This sequence is a guide and instructors will be flexible to meet the needs and interests of each group.**	**Sequence 1: What is Fusion? 35 minutes** - What are the disruptions that have led increasingly to the demand for Fusion Skills? - What are Fusion Skills? - What other words and language is used to describe Fusion Skills? - Examples of how the Fusion Skills are evident in everyday life. - Explore examples of how Fusion Skills are described in job advertisements.

	Sequence 2: Self-Assessment of Fusion Skills 60 minutes - T-shaped people and fusion skills - Personal predictions about fusion skills strengths and weaknesses. - Complete two Fusion Skill self-assessments – Skillsbuilder and WILD. - Compare the results and discuss the similarities and difference between the two self-assessment tools. - Group discussion. What surprised you? How did the results compare to you original T-shaped assessment? - **Pause 15 minutes**
	Sequence 3: Planning personal learning journeys: 70 minutes - Based on the self-assessments conducted, choose one Fusion Skill you would like to develop further. It can be because it is one you are weaker in or one you feel is very important to develop. - From the data base provided and/or web searches, find three or more training materials or opportunities that can be used to develop the skill you are focusing on. - Discussion and sharing of findings - Using the template/s provided, develop a short learning journey aimed at developing the fusion skill highlighted. Learners can be grouped particular fusion skills for support. - What are SMART targets in a personal learning plan? - Review learning plans to consider if some SMART targets can be developed. - Create: a visual plan with a slogan to show you learning journey ahead. - Evaluate learning on the course using a fusion-based scoring. - Discussion, next steps and course closing.

Learning Method and Materials

Pedagogical method	The following methods will be used: - Storytelling - Playful and fun approaches to learning - Chunking of information to make it easier to learn - Auditory and visual learning - Questions and discussions are encouraged - Learning through doing - Applying the subject to personal, immediate use - Group work and social interaction - Learning from experience - Authentic learning - Discovery learning - Modelled instruction The following principles will apply: - Content and methods will be made as relevant as possible to your experiences and needs. - Feedback will be provided throughout the learning - Material will be visually stimulating, including animations and videos - Creative responses are encouraged. - Learners will feel respected and encouraged
Video	See learning PowerPoint slide pack for details
Document	The following documents will be shared: - Fusion Skills list - Training Handout - T-shaped people - Planning learning journey template
URL/ Platform etc.	See learning PowerPoint slide pack and Training Handout for details

Assessment *(Please provide assessment method and condition)*	
Assessment description	- Self-assessment using online tools (Skillsbuilder and WILD). - The amount and nature of help received by individuals. - Rich conversations with learners to continually build and go deeper. - Constructive, timely feedback to enable learners to advance their learning. - Modification of instructional approaches to respond to shared learning goals or outcomes.

	- Authentic, personalized, performance tasks to deepen new learning. - Ability to apply learning to their real lives. - Demonstration of their learning in ways that reflect their strengths and multiple sources of knowing.

References

See learning PowerPoint slide pack for details