

Envision YU: Tools for **Student Success**

Curricular Design that Dares to Go the Extra Mile



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WHAT IS ENVISION YU?

Envision YU (EYU) is an open-source, online repository of customizable, course-based tools and resources that can help students to master transition skills from within the curriculum. Using Envision YU resources, students build important capacities including **reflection**, **self-regulation**, **teamwork**, and the ability to **transfer** knowledge by making meaningful connections between courses and their field of study, their career aspirations, and the world around them through experiential learning.

Designed for students from year one all the way through to graduation, EYU Tools prepare students to:

- Strengthen their ability to critically reflect on the ways their courses are developing their skills and interests,
- Identify and explore intersections between course content, the workplace and the world,
- Hone their ability to create actionable, critical reflections,
- Develop leadership skills through community-focused activities and projects,
- Develop a network in their fields of interest,
- Foster their sense of agency in their transition into the next stages of their lives after university.

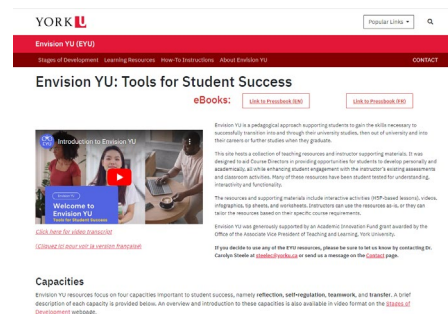
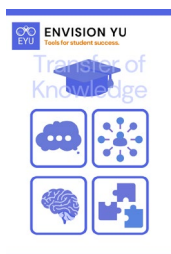
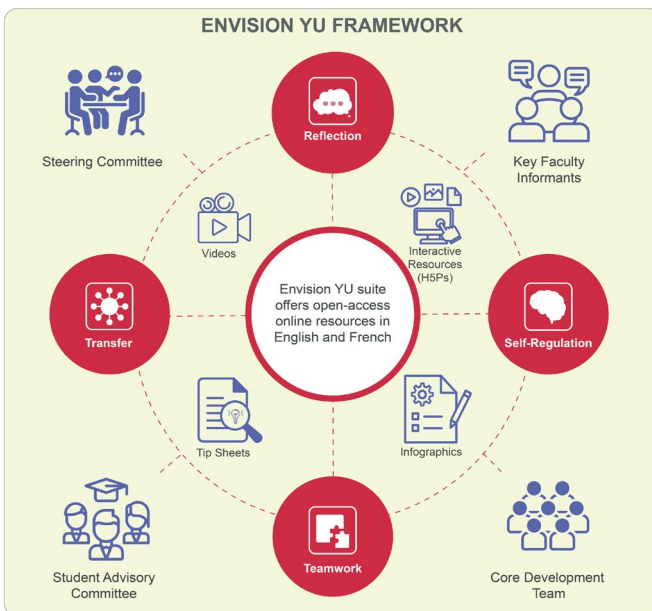
Envision YU Tools

- EYU tools include over 60 interactive activities (H5P-based), videos, infographics, how-to tip sheets, and downloadable worksheets in both English and French.
- Instructors can use the resources as-is in whatever learning management system they are using, or they can tailor the resources based on their specific disciplines and course learning outcomes.

Dare to use EYU Bundles in your courses...

EYU tools can be bundled into clusters of several tools to maximize the learning impact or students. You can use the bundles already provided or create your own!

1. Linking Course content with Students' Interests and the Workplace
2. Transforming Everyday problems into Viable solutions
3. Developing Students' Sense of Agency
4. Visualizing Connections Between course Topics & the "Real World"
5. Amplifying Impact of Experiential Learning Activities
6. Creating a Skills Development Plan



Envision YU: Tools for Student Success



Video

Stages of Development



Capacities



Reflection

When reflecting on self and prior learning and experiences, I share ideas about my interest, strengths, and areas for growth as a learner.

When reflecting on experiences, I make sense of the situation by exploring and explaining the significant factors and how they are important. In addition, I make sense of new learning experiences by identifying greater meaning or a new perspective about myself as a learner.

I regularly and independently analyze my prior learning (experiences inside and outside of the classroom) to reveal my changed perspectives, insights, and abilities, which then informs my learning plan and future practices.

I continuously evaluate my changed perspectives, insights, and abilities; and compare my current state to my personal and professional goals to ensure continuous growth toward my future path. I take ownership of my development by drawing conclusions and using it to develop an action plan that utilizes opportunities in and outside of my courses.



Self-Regulation

I make plans to study and complete my work on time. I recognize when I need additional support and resources. When asked, I can describe my own learning performance with general descriptors of success and failure.

I make attainable plans and pursue strategies that build on prior learning and experiences to help increase my effectiveness in different learning contexts including experiential opportunities and areas of curiosity emerging outside of my courses. When discussing my learning performance, I can articulate my strengths, challenges, and areas of improvement, and know how to find support for developing these further.

I regularly and independently assess my own learning performance and internal state to make and follow attainable learning and developmental plans. I use available feedback, resources, and supports to build on prior learning and experiences, and adapt and apply my skills, abilities, and strategies to effectively respond to new and challenging contexts.

I continuously evaluate my own learning performance and internal state following formal and informal experiences and interactions. I solicit feedback and use it to learn and improve my performance. I pursue opportunities outside of the classroom to expand my knowledge and further advance my resiliency, and interpersonal and transferrable skills.



Teamwork

I share my ideas, complete my work on time and engage my team members by actively listening to them.

I build on other's ideas and offer alternate suggestions. I complete high quality work on time. I contribute to creating a constructive team climate by acknowledging conflict and engaging my team members in ways that facilitate their contributions to meetings.

I explore and build on my team members' ideas and help my team move forward by articulating the merits of alternative solutions and ideas. I produce high-quality work on time and proactively motivate and help my team members to do the same. I actively foster a constructive team climate by respectfully communicating with the team, showing care for my team members' well-being and resolving conflict if it arises.

I continuously reflect on my effectiveness as a team member and consider my strengths and areas for growth. I support and contribute to a constructive team climate. I demonstrate personal leadership by making and implementing plans to improve my teamwork skills and reflect on how my skills development relates to my personal and professional goals. I encourage and aim to inspire others to engage in opportunities and meaningful experiences that will help them meet their own goals.



Transfer

When prompted or when examples are provided, I can make connections between course content and experiences outside the classroom. I apply the skills and knowledge gained previously to understand new situations or ideas presented in class.

When prompted or when examples are provided, I can connect concepts, theories, and facts from more than one course, field of study, or perspective. I use my prior skills and knowledge to understand and evaluate problems or issues.

I independently make connections between course content and experiences to deepen my understanding of the fields of study and career paths directly related to these. I apply my knowledge and skills to solve new problems or issues, make decisions and seek learning opportunities.

I independently make meaningful connections between my courses, field of study, the world around me and my career aspirations. I draw conclusions by considering multiple perspectives or theories. I seek and nurture connections with people, places and activities that spark my curiosity inside and outside of the classroom. I continuously and confidently use my skills, experience, available resources and supports to make decisions necessary to formulate and execute a plan to achieve intended project and/or career goals.



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