Are you curious about which transferable skills you already have embedded into your courses?

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Workshop outcomes

- Deconstructing your course syllabus to identify where transferable skills are used;
- Drafting learning outcomes to make these transferable skills explicit;
- Discuss the next steps of assignment design
Outside the academy: Employability skills employers want

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Inside the academy: Transferable skills institutions promise

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Response from the academy: Making transferable skills explicit

- Internationally
  - Griffith University
- Locally
  - Carleton University
  - Guelph University

Griffith University’s Employability Framework
Response from UWaterloo:
Making transferable skills explicit through WatCV
Students create an ePortfolio to articulate the transferable skills developed while completing course projects

Q: Does this help students value the learning process and better present themselves in a digital format?

Integration to-date: ~2500 students from all Faculties in 17 project-driven courses administered over two terms.
What does WatCV look like?

**Example WatCV**

**SKILLS SPOTLIGHT**

**INITIATIVE - ASSIGNMENT 1**
Initiative is the ability to initiate and act on tasks and projects independently. I employed this skill while on my final co-op term at TRUMP, where I conceptualized, designed, and produced new promotional materials for the lab.

**WRITTEN COMMUNICATION - ASSIGNMENT 2**
Written Communication is the ability to write clear, grammatically correct, and compelling copy. I demonstrated this skill while acting as head of publicity for Eurydice when I wrote the press release for the production.

**CRITICAL REFLECTION - ASSIGNMENT 3**
Critical thinking is the ability to reflect on tasks and understand the ways in which key ideas are connected to one another. I demonstrated this skill when I worked as a dramaturg to design the Eurydice gallery space.

**SKILLS REFLECTIONS**

**Assignment 1 Reflection**

**Task**
As a communications assistant at TRUMP, Canada's national laboratory to particle and nuclear physics, I created content and promotional materials to share the lab's research with the public. I initiated my initiative when I spearheaded the design of new outreach materials in preparation for their distribution at a national conference. I took initiative by going beyond requirements and produced a final promotional product that evolved into a learning tool.

**My Actions**

The creation of these outreach materials began when I quickly recognized that TRUMP lacked outreach materials that were accessible to the general public, since much of the lab's print materials consisted of too many scientists and overwhelming scientific jargon. I decided that a dynamic new outreach piece was necessary to engage with the public and encourage them to learn more about science. I pitched the idea of a "Particle Family" sticker set, which included stickers of each particle and would be accompanied by a description of the particle's qualities, but written in a way that was "conversationally accessible" and not overwhelming. I worked with the lab's communications team, researched the standard model of particle physics in order to determine what qualities I needed to represent, and conducted interviews with researchers at the lab. By taking this extra step, I ensured that my
Student Testimonials

“WatCV gave me a way to systematically and concisely articulate my skills... during interviews, I implicitly have the STAR format in mind, and I think it helps me recall my answers in more of a narrative format”

- Danielle Cruz, 4th year Knowledge Integration student

Drama student Erik Van Dijk describes how he used his experience with WatCV in an interview to get a job with TD bank
Course-level: Writing a transferable skill-based learning objective

1. Make a list of the transferable skills you expect your students to exercise in your course.

2. Using the tables, choose one transferable skill, and write a transferable skill learning objective statement.

“[identify skill category], such as [identify skill(s)] by [identify course activity/project]”
Writing a transferable skill-based learning objective: DAC 400

Communication skills, such as written communication (5,000 words in course exercises, reflections, a report, interview schedules), and oral communication (presenting your material to your Life Design Team or actively listening as a Team member, conducting a Life Design interview, taking part in a behaviour-based interview as both an interviewer and interviewee).
Assignment-level: Writing a transferable skill-based learning objective

1. Make a list of the transferable skills you expect your students to exercise in one assignment
2. Identify the accompanying behaviours for one skill
3. Write one transferable skill learning objective statement:

“You used teamwork skills when you helped your group work together to complete tasks well. For example, you helped work out a fair way to divide work or found a way to make it easy for the group to communicate.”
Discussion
Additional materials

Support resources available
• Getting started with WatCV
• Presenting WatCV in your class
• WatCV assignment templates
• WatCV student files (instructions, models, etc)
• Marking WatCV assignments (includes rubric)
• CTE Teaching Tipsheet- Writing Learning Outcomes

Contact us if you are interested in integrating WatCV into your course this Fall
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