

## References and Resources

### Skills Gap discussion

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### What Employers Say

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- CareerBuilders.ca (2015) – findings from national survey reported in newswire release retrieve from <http://www.newswire.ca/en/story/1523027/majority-of-companies-plan-to-hire-recent-college-graduates-according-to-careerbuilder-ca-survey>
- Hart, P. D. (2013). It takes more than a major: Employer priorities for college learning and student success. *Washington, DC: The Association of American Colleges and Universities*. Retrieved from <http://www.aacu.org/leap/presidentstrust/compact/2013SurveySummary>
- Simon, B. (2013). Skills development in Canada: so much noise, so little action. Report for Canadian Council of Chief Executives (CCCE) Taking Action for Canada: Jobs and Skills for the 21st Century. Retrieved from <http://www.ceocouncil.ca/wp-content/uploads/2013/12/Bernard-Simon-December-2013.pdf>

**Career Integrated Learning Project ( Memorial University)** led by Dr. Robert Shea, associate vice-president, Academic and Student Affairs, Marine Institute; Dr. Rhonda Joy, associate professor, Faculty of Education; and Karen Youden Walsh, project coordinator, career integrated learning, Student Affairs. <http://www.mi.mun.ca/news/title,17261,en.php>

**Undergraduate Degree Level Expectations (UDLEs) University of Waterloo** - <https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/curriculum-development-and-renewal/program-review-accreditation/8-degree-expectations>

## **Centre for Teaching Excellence (CTE) Tip Sheets**

<https://uwaterloo.ca/centre-for-teaching-excellence/resources/teaching-tips>

CTE has created over 100 teaching tip documents - succinct documents that describe useful ideas and practical methods for effective teaching. The tip sheets answer many of the questions and concerns that arise when teaching in a university setting and can be a source for new ideas and different approaches to teaching.

You can browse by category, or you can type relevant words into the search box. For example, a number of teaching tip sheets relate to developing communication skills, team work and problem-solving skills in the classroom. As well, there are a number of tip sheets available to help create intended learning outcomes for courses, or help with the course design process.

## **Introducing Activities to Help Students Articulate Transferrable Skills/Professional Skills/Essential Employability Skills**

- Take steps to ensure that the activities are educationally purposeful. The time students spend on these activities should be perceived as meaningful work rather than “busy work”.
- Discuss the goals and components of the course activities with your students, and make explicit how the activities will benefit them in the future. This enhances student motivation and helps students connect their learning to other experiences.
- Incorporate opportunities during your course and throughout the program for students to practice articulating how they might use transferrable skills in the future in new contexts or situations.
- Provide time and space for students to reflect on what they are learning to help them make sense of their developing knowledge, skills, and understandings.

Felten, P. (2013). High quality high impact practices. [blog post comment]. Retrieved from <http://blogs.elon.edu/cel/high-quality-high-impact-practices>

Kuh, G. D., O'Donnell, K., & Reed, S. (2013). Ensuring quality and taking high-impact practices to scale. Association of American Colleges and Universities.

## **LITE Grant Funded Project: ePortfolios for Career, Reflection, and Competency Integration**

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Katherine Lithgow, Centre for Teaching Excellence

This LITE seed grant will support a pilot study to track and assess students' articulation of their learning by using two graduated class cohort groups (Winter 2014 and Winter 2015) from one course, DAC 309 User Experience Design, through an online survey tool, six months after the course completion. The survey will establish how similar or different these two groups are in their articulation of their experiential learning opportunity and their ability to connect it to "communications skills" and "autonomy/ professional capacity," two UWaterloo Undergraduate Degree-Level Expectations.