



'I LEARNED ALL THAT and it wasn't
even on the exam':

Making learning processes visible
to ourselves for our students



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Skills Gap



No Skills Gap



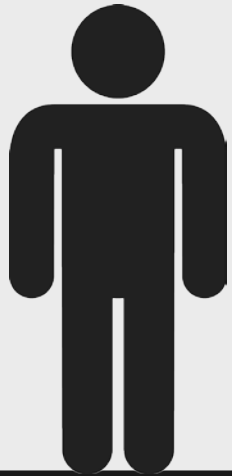
1. Communication skills
2. Teamwork skills
3. Analytical skills
4. Strong Work Ethic
5. Problem-solving skills



What Employers Want

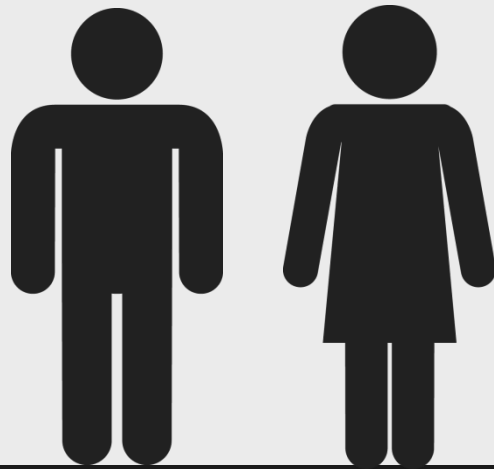


6 Undergraduate Degree
Level Expectations



What Universities Promise





Articulation of Skills



What is **VISIBLE** and **COUNTS**

UDLEs

1: Knowledge

2: Methodologies

3: Application

4: (some) Communication

5: Limits of Knowledge

- **Essays**
- **Projects**
- **Theses or Capstones**
- **Presentations**
- **Tests**
- **Exams**



What is INVISIBLE and

UDLES

4: Communication Skills

**6: Autonomy and
Professional Capacity**

SHOULD ALSO COUNT

- **Communication to wide audience**
- **Exercise of initiative**
- **Personal responsibility and accountability to self and others**
- **Decision-making**
- **Effective teamwork**
- **Problem-solving**



Where did I Start?



Making the Invisible Visible to Us

1. Review UDLEs
2. Review course syllabus and learning outcomes
3. Review assignments
4. Map ‘invisible/ not counted’
5. Create new assignments
6. Rework grade allocation
7. Add new learning objectives



Making the Invisible Visible to My Students

To articulate Professional Capacity:

25% written reflection

To reward Autonomy:

15% Participation mark



TIP 1: Make Visible and Explicit

- Outline UDLEs and employer expectations in syllabus
- Discuss on first day of class
- Revisit in discussions and activities over term



TIP 2: Prompt and Reward Articulation

- Research paper – have students include a written UDLE articulation section
- Team project/ presentation –have each student articulate personal development of communication skills(UDLE 4) and Autonomy and Professional Capacity (UDLE 6)



TIP 3: Practise Articulation over Time

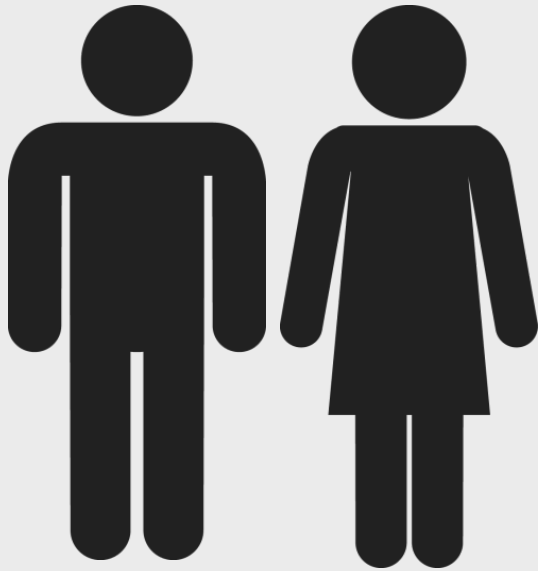
- Consider integrating UDLE development across courses and throughout the academic program (curriculum conversation)
- Provide opportunities to allow students to connect transferrable skills with co-op/work and co-curricular experiences



TIP 4: Utilize Existing Resources

- Contact CTE
- Review CTE Web “Teaching Tips”
- Talk to Faculty Teaching Fellows
- Engage your colleagues in discussion

What Graduates Could Bring



UDLE 1 Knowledge

UDLE 2 Methodologies

UDLE 3 Application

UDLE 4 Communication Skills

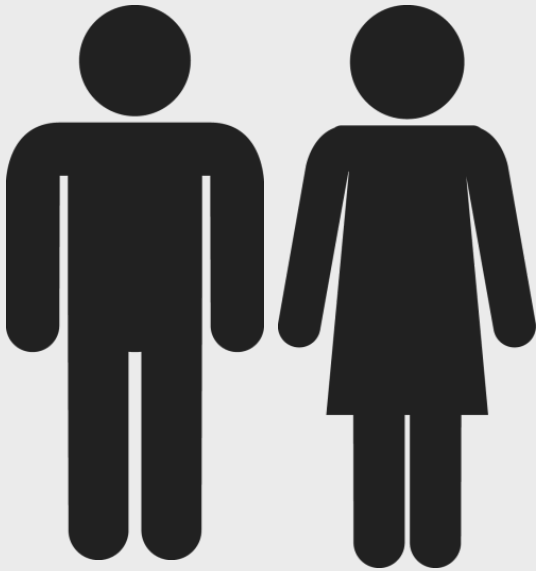
UDLE 5 Limits of Knowledge

AND

UDLE 6 Autonomy and Professional Capacity

What Graduates Could Bring

THE ABILITY TO ARTICULATE TRANSFERRABLE SKILLS



Communication skills (verbal)
Teamwork skills (works well with others)
Analytical skills
Strong work ethic
Problem-solving skills
Initiative
Interpersonal skills (relates well to others)
Communication skills (written)
Flexibility/adaptability
Organizational skills



The Last Word

“I appreciate the focus from class one on the application of skills beyond this course and towards a career, but also the attention on how to talk about and market those skills for future jobs.

It’s the kind of thing I didn’t know I really wanted and needed until I was told about the opportunity and realized that no other course I’ve been in has taken advantage of it.”



The Last Word

“What stood out the most for me in this class was the statement regarding the importance of having the skill to articulate what you are capable of.

It was striking to me that having the experiences related to a job opportunity but lacking the skill of making yourself marketable through communication skills makes you a weaker candidate. So I'm really looking forward to be in a learning environment that encourages this skill.”