

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

Personal Attributes	Presentational and Relational Skills	Metacognitive Skills
Initiative	Interpersonal skills	Critical thinking
Work ethic	Teamwork	Decision making
Leadership	Oral and written communication	Problem solving

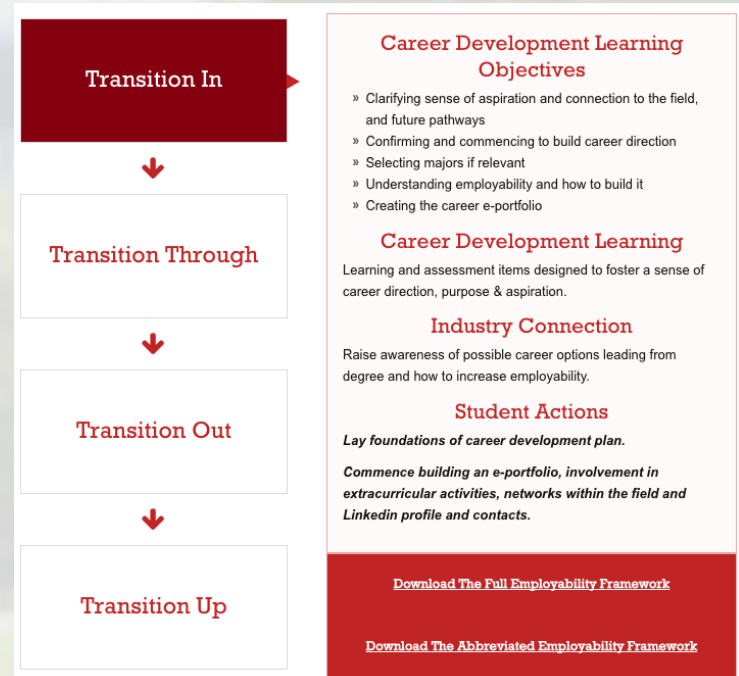
Inside the academy:

Transferable skills institutions promise

Personal Attributes	Presentation and Relational Skills	Metacognitive Skills
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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:

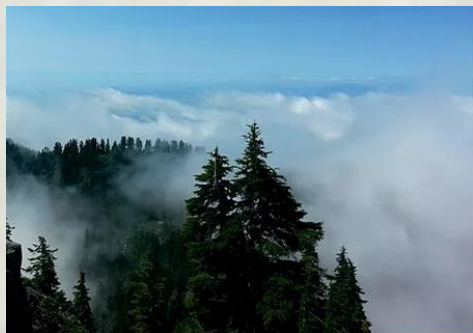
Making transferable skills explicit through WatCV

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?



CARLA
RODRIGO

I'm a storyteller.

LEARN MORE

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 TRIUMF, when 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 it which key ideas are connected to one another. I demonstrated this skill when I worked as a dramaturg to design the *Eurydice* gallery space.

[Example WatCV](#)

SKILLS REFLECTIONS

Assignment 1 Reflection

Task

As a communications assistant at TRIUMF, Canada's national laboratory for particle and nuclear physics, I created content and promotional materials to share the lab's research with the community. During my last term at TRIUMF, I demonstrated 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 doubled as a teaching tool.

My Actions

The creation of these outreach materials began when I quickly recognized that TRIUMF lacked outreach materials that were accessible to the general public, since much of the lab's print materials consisted of text-heavy posters and challenging 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: these stickers would each represent a fundamental particle and would be accompanied with a description of the particle's qualities, but written more like a "personality profile" and less like a textbook. Once I received approval from the communications team, I researched the standard model of particle physics in order to determine what qualities I needed to represent in the design. Since I was unfamiliar with the finer details of the standard model, I scheduled 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.*”

The background is a blurred photograph of a university campus. It shows green trees in the foreground and a large, multi-story building in the distance. A person is walking on a path in the lower right. The entire image is overlaid with a semi-transparent white rectangle.

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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