TEACHING TRANSFERABLE SKILLS

Jasmina Lazendic-Galloway

Presenting Author: Jasmina Lazendic-Galloway (jasmina.lg@monash.edu)
School of Physics and Astronomy, Monash University, Clayton 3800

KEYWORDS: *transferable skills, learning transfer, skills evaluation, active learning*

Abstract

Besides teaching students discipline-based content and skills, we also aim to provide them with transferable or employability skills, such as critical thinking, problem-solving, communication skills and team work. However, in traditional lecture-based course delivery, the lecturer bears responsibility for the learning process, while students receive skills and knowledge passively (Albert 2009). With active learning approaches, the lecturer takes a role of a guide who facilitates students' learning and skill acquisition through frequent feedback. Such teaching practices are shown to improve students' learning gains, but there is not much done on evaluating learning and development of transferable skills. Furthermore, lecturers often do not explicitly state to students where (and how) those skills are taught. Research also indicates students have difficulties identifying in full the transferable skills they are being thought (Burke et al 2005). More importantly, students will not see them as an important part of their learning if they are not included in their assessment in some way. Therefore, an alignment between these transferable skills and the assessment is needed if we want our students to be self-aware of the skills we claim to be equipping them with. I will discuss ways of modifying unit assessment to make these skills more explicit and possibly measurable.

References

Albers, C. (2009). TEACHING: FROM DISAPPOINTMENT TO ECSTASY. *Teaching Sociology, 37*(3), 269-282.
Burke, V., Jones, I., & Doherty, M. (2005). Analysing student perceptions of transferable skills via undergraduate degree programmes. Active Learning in Higher Education the Journal of the Institute for Learning and Teaching, 6(2), 132-144.

Proceedings of the Australian Conference on Science and Mathematics Education, The University of Queensland, Sept 28th to 30th, 2016, page 80, ISBN Number 978-0-9871834-5-3.