

Transferring Skills and Theories into Civic Engagement: Expanding Your Courses

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Conference on Higher Education Pedagogy
Virginia Tech, Blacksburg, VA
FEBRUARY 1, 2019



Overview

Introduction

E-Portfolios: Highlighting Transferable Skills

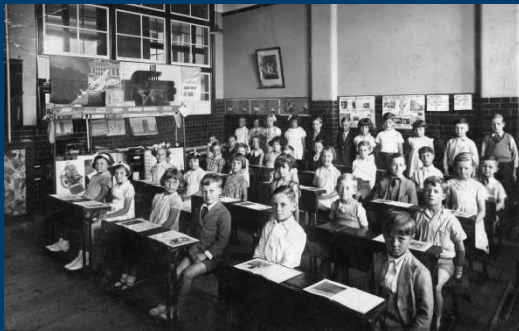
Math Class: Transferable Skills in Unexpected Places

Sociology: Skills, Students, and Scholarship

Engagement and Expanding the Definitions



Teaching strategies that engage today's students are experiential, learner-centered, and problem focused.



Then

VS



Now



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Today's global citizens and employees must possess both 21st Century skills as well as disciplinary knowledge.



Today's instructors must make their classrooms as dynamic as the world around it.



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Transferable Skills

- Transferable Skills are those skills that will be valuable to our students throughout life as they move between workplaces, civic activities, and personal life.
- For today's Net Generation, who thrive on a learning environment that fosters experiential and engaged learning and presents a connection with real life, building these skills is a means of connecting students with core course concepts.

21st Century Skills are a set of abilities that students need to develop in order to succeed in the information age. They fall into 3 categories:

Learning Skills

Integrated/Applied Learning
Creative/Design Thinking
Collaborating
Communicating
Civic/Global Learning
Ethical Thinking

Literacy Skills

Information Literacy
Media Literacy
Technology Literacy

Life Skills

Accountability
Flexibility/Resilience
Initiative/Productivity
Social Skills/Teamwork
Leadership



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E-Portfolios: Highlighting Transferable Skills

Robin Takacs




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Portfolium – an online e-portfolio platform

- E-portfolios allow students to tell their own stories through artifacts that demonstrate their skills, abilities, and accomplishments.
- Students upload projects, assignments, papers, links, photos, videos and other examples of their skills into the e-portfolio.
- Students will keep their Portfolium account following graduation for life to allow them access to their own work for job search or graduate school applications.

Students upload files and identify skills

Portfolium Search... Discover Jobs LOGIN JOIN

 **Catherine Ponack** ✓
Virginia Wesleyan University student proudly showcasing my work and projects
<https://portfolium.com/CatherinePonack> + CONNECT ...

PROFILE PORTFOLIO CONNECTIONS

Overview

Education
Elementary Education and Teaching (2021)
at Virginia Wesleyan University

Lives In
Virginia Beach, VA

18 Projects 30 Skills 12 Connections

Skills

Search Catherine's skills...

SHOW SORT BY

Teacher Newsletter
Education

Review of Research
Education

Parenting styles
Education



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Lydia O'Connor – 44 skills, 9 projects

Portfolium

Search...

Discover

Jobs

LOGIN

JOIN



Lydia O'Connor

Virginia Wesleyan University student proudly showcasing my work and projects

<https://portfolium.com/LydiaOConnor>

+ CONNECT

...

PROFILE

PORTFOLIO

CONNECTIONS

Overview

Education

Work Experience

Lives In

9 Projects

44 Skills

2 Connections

Skills

Introduction

Lydia O'connor currently attends Virginia Wesleyan University, pursuing a degree in Art.



Senior Art Exhibition



FIND YOUR DIRECTION



Terra Sigillata Ancient and modern technique

Skills demonstrated:

narrative

Religious Studies

Art History

Research Application

Group Collaboration

Exhibiting

Pottery

Photography

Microsoft Word

Marketing

Experimentation

glazing

Ceramics

watercolor

Photo Editing

Adobe Illustrator




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Link to a WordPress Blog

Study Away- Florence Italy

♥ 1 0 6 May 1, 2018 in Travel

♡ SHARE



1 / 6

Study Abroad in Florence Italy provided me a full liberal arts experience. I was able to adapt to any given situation and flourish in an area that I was not familiar with. my journey is posted in my blog Steadfast.

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♡ Add a comment... [ADD COMMENT](#)

Lydia O'Connor

Art at Virginia Wesleyan University

[CONNECT](#)


6 Skills

- Global Perspective
- Leadership
- Learning a language
- Multicultural
- Photography
- Travel

5 Tags

- #Culture
- #Europe
- #Photography
- #StudyAbroad
- #Travel

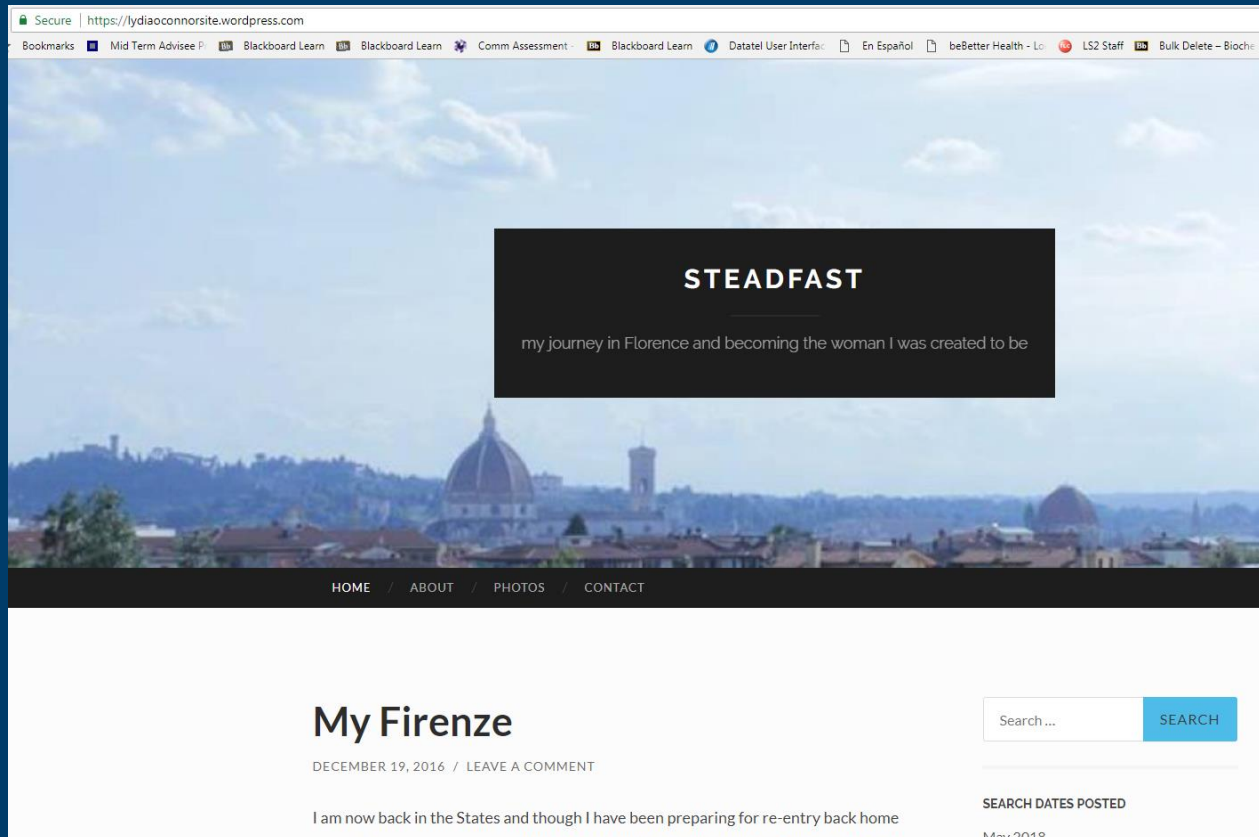
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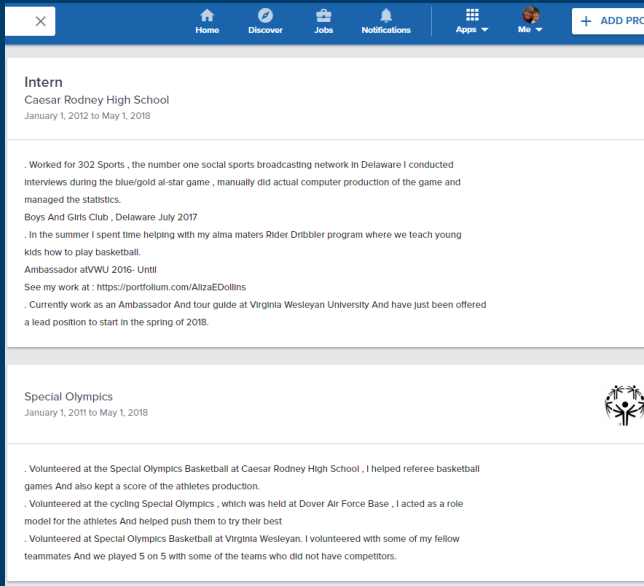
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https://lydiaoconnorsite.wordpress.com/



Alizae Dollins - Service Learning Reflection Journals

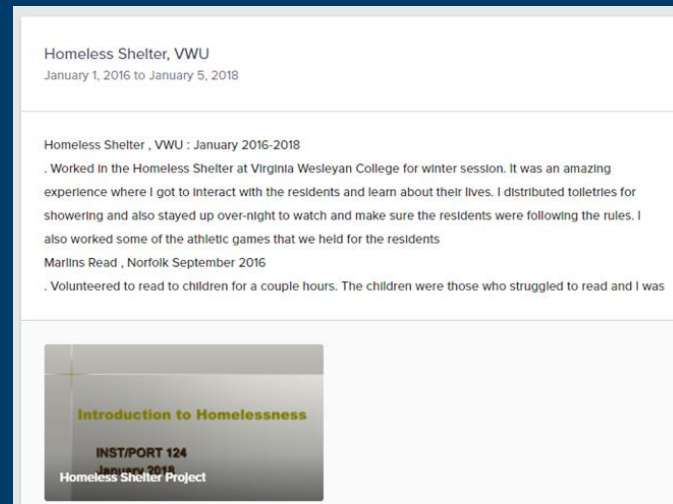
Special Olympics Reflection



The screenshot shows a portfolio page with a blue header containing navigation icons for Home, Discover, Jobs, Notifications, Apps, and a profile icon. The main content area is titled "Intern" and lists several experiences:

- Caesar Rodney High School**
January 1, 2012 to May 1, 2018
 - Worked for 302 Sports, the number one social sports broadcasting network in Delaware. I conducted interviews during the blue/gold all-star game, manually did actual computer production of the game and managed the statistics.
 - Boys And Girls Club, Delaware July 2017
 - In the summer I spent time helping with my alma maters Rider Dribbler program where we teach young kids how to play basketball.
 - Ambassador at VWU 2016- Until
 - See my work at : <https://portfolium.com/AlizaeDollins>
 - Currently work as an Ambassador And tour guide at Virginia Wesleyan University And have just been offered a lead position to start in the spring of 2018.
- Special Olympics**
January 1, 2011 to May 1, 2018
 - Volunteered at the Special Olympics Basketball at Caesar Rodney High School, I helped referee basketball games And also kept a score of the athletes production.
 - Volunteered at the cycling Special Olympics, which was held at Dover Air Force Base, I acted as a role model for the athletes And helped push them to try their best
 - Volunteered at Special Olympics Basketball at Virginia Wesleyan. I volunteered with some of my fellow teammates And we played 5 on 5 with some of the teams who did not have competitors.

Winter Shelter



The screenshot shows a reflection journal entry titled "Homeless Shelter, VWU" with the date range "January 1, 2016 to January 5, 2018". The text describes the experience:

Homeless Shelter, VWU : January 2016-2018

Worked in the Homeless Shelter at Virginia Wesleyan College for winter session. It was an amazing experience where I got to interact with the residents and learn about their lives. I distributed toiletries for showering and also stayed up over-night to watch and make sure the residents were following the rules. I also worked some of the athletic games that we held for the residents

Marlins Read, Norfolk September 2016

Volunteered to read to children for a couple hours. The children were those who struggled to read and I was

Below the text is a thumbnail image of a presentation slide titled "Introduction to Homelessness" with the text "INST/PORT 124" and "Homeless Shelter Project".

“It was an amazing experience where I got to interact with the residents and learn about their lives.”

Tristen Roberts – Log of Service

Community Service			
<div> <div> <div>♥ 0</div> <div>💬 0</div> <div>👁 1</div> </div> <div>December 6, 2017 in Other</div> </div> <div> <div> <div>🏠</div> <div>🔍</div> <div>⬆ ⬇</div> <div>1 of 1</div> </div> <div> <div>— +</div> <div>Automatic Zoom</div> <div>⬇</div> <div>🔖</div> <div>⋮</div> </div> </div>			
Time	Partner	Website	Reflection
9-6-2017 20 Minutes	Children's Hospital	http://www.cnkgd.org/	<p>I hope these bears give</p> <p>I stuffed bears that are given to children who are in need of surgery. I had a fun time stuffing the bears. It was relaxing and neat to think that my bear will make a child very happy.</p>
9/20/2017 1 hour 15 min September total 1 hour and 35 minutes	Children's Hospital	http://www.chkd.org/ http://www.bingo.virginia.gov/	<p>I walked around and sold</p> <p>instant. The soccer team helped out at</p>



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Why E-Portfolios?



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Math Class: Transferable Skills in Unexpected Places

Denise Wilkinson



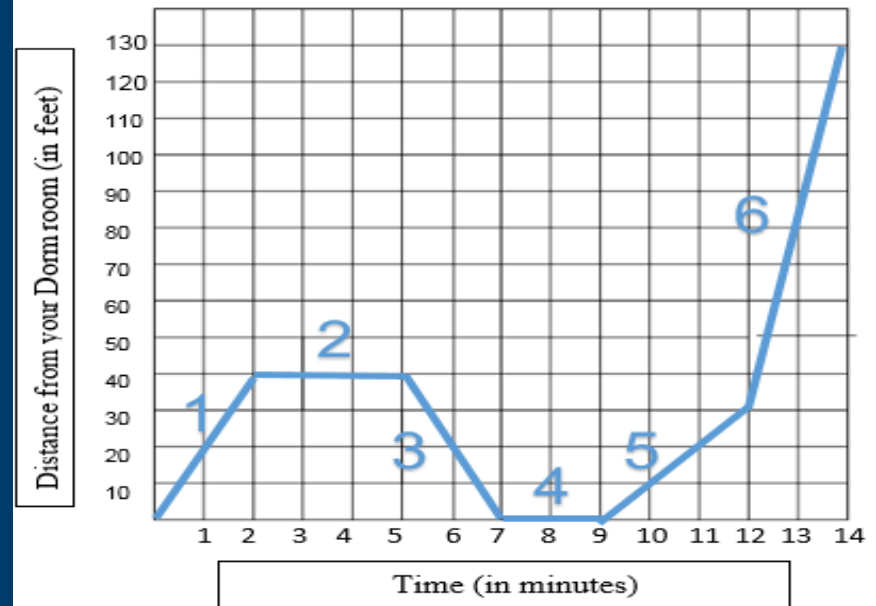
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Starting in the Classroom: Stories and Slopes Activity

- Students learn concepts of finding the slope of a line through the context of a relatable example of Joe's travels from his dorm to his math class.
- Then students work in groups to create their story of the graph.

Stories and Slopes

The following graph is a description of Joe's walk from his dorm room to his math class.



Concepts and Skills LEARNED

Transferrable Skills

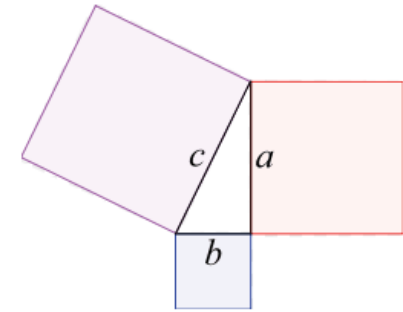
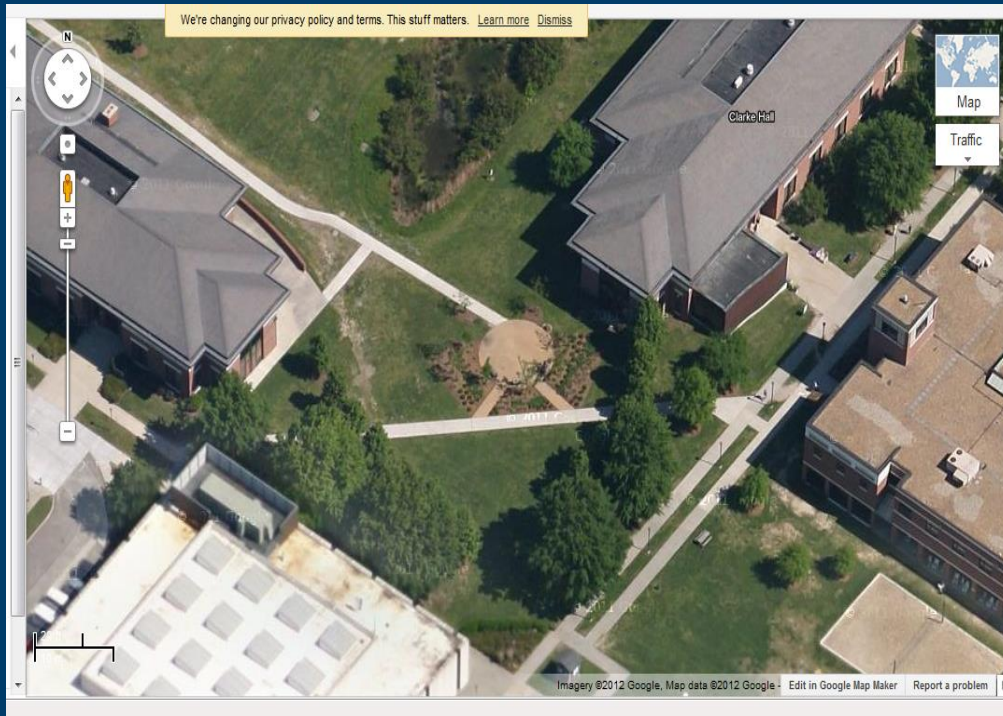
- Reading and understanding instructions
- Listening skills
- Writing Skills
- Communication skills
- Cooperative learning skills
- Creativity



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Civic Engagement: On CAMPUS

Sidewalk Lab



$$a^2 + b^2 = c^2$$
$$c = \sqrt{a^2 + b^2}.$$

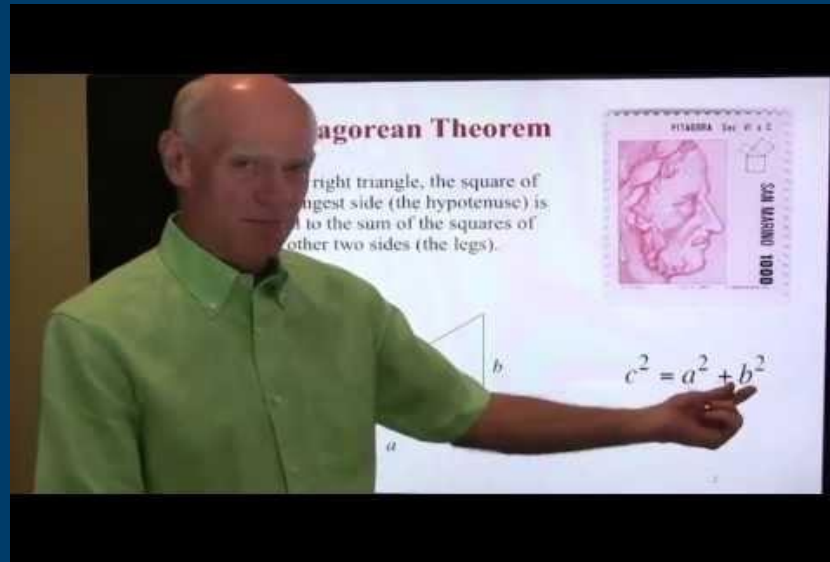
Pythagorean theorem



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Lab Instructions

- First, student watch the video clip on the history of Pythagoras and write a summary paragraph of the information shared in the video clip.



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<https://www.youtube.com/watch?v=OwEA5OhLWD0>

- Next, students use the Pythagorean Theorem to find the length of a sidewalk segment that is represented on the map below . . .



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- ... First measuring two sides of the right triangle with a tool of measurement of choice.



Pool stick



Marlin pillow



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Students check their result by measuring the actual sidewalk segment.

Concepts and Skills LEARNED

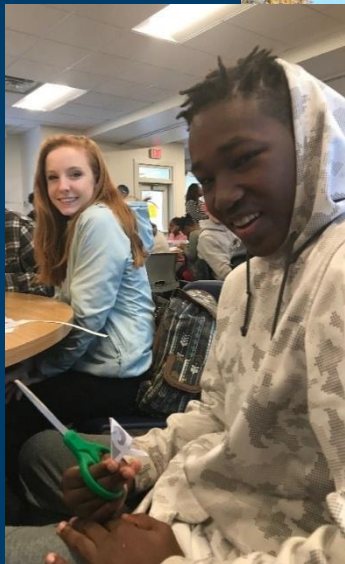
Transferrable Skills

- Interpreting directions
- Listening skills
- Writing Skills
- Communication skills
- Cooperative learning skills
- Creativity
- Understanding a concept in a different context



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Course component: Stepping up the level of engagement



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Math course experience + Tidewater Collegiate Academy (TCA)= engagement



FYE 101: Tutoring

FYE 101: Math Games



MATH 150: Snowflakes
and Symmetries



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VWU Student Reflections

- “It felt good to help the kids.”
- “It was lots of fun, would definitely do it again.”
- “It was inspiring.”
- “It was interactive and a great experience, especially for someone who would like to teach or be with children.”
- “I really enjoyed working with these children and teaching them about rotation and symmetry. Since I am an education major, this really solidified that I would love teaching for my career. I loved being able to meet some pretty special kids, and seeing them broaden their education. “

Sociology: Skills, Students, and Scholarship

Kathy Shepherd Stolley



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You Do You: Know Why You Do What You Do

If **sociology** is the study of people and how they **interact** with society, ...and **citizenship** is how people **contribute** to their community, ...then, the role of **service learning and community engagement** is to connect sociology and citizenship... So, when sociology in the classroom **intersects** with service to the community, a powerful force is created that has the **capacity to transform** our emerging citizens into active, productive members of society.

Stolley, Kathy S. and Diane E. Hotaling. Co-organizers and Co-leaders. 2010. "Building Emerging Citizens: Models That Encourage Students Toward a Sociology of Citizenship." (Invited workshop.) *American Sociological Association*. Atlanta, August.



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TRANSFERABLE SKILLS FOR ENGAGING THE WORLD

Transferable skills can be purposefully incorporated with course material by intentional:

Identification (see the skills and their relevance)

Development (build and expand skill sets)

Application (practice using skills)

Translation (understanding skills well enough to teach others)

Documentation (demonstrating the value-added of skill incorporation)



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Identifying Skills And Relevance:

ESCAPE ROOM - Learning Transferable Skills in the Classroom
Then Seeing Their Importance in Practice



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Developing skills:

Using Public Transportation - Navigating the World's Spaces and Places Requires Expanding Transferable Skills



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Applying skills and engaging others:

Hosting an Educational Fair - Moving from Theory and Core Content by Incorporating Transferable Skills



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Translating skills:

21st Century Skills conference for 5th graders – Understanding skills and relevance well enough to teach them to others

Do you have 21st century skills?

Do you have the skills that will help you in the future?

An exciting opportunity is coming to Bayside!

Virginia Wesleyan College is partnering with Bayside Elementary fifth graders to develop 21st century skills.

They have created a Skill Development Conference that will take place after school on December 5th from 2:45 – 4:15.

Students can choose from five different areas that interest them. They will visit each chosen area and participate in fun hands-on activities to practice each skill.

____ “Off The wall” – Creativity

Do you feel like you do the same thing every single day? Do you always have to color inside the lines? Do you want to think outside of the box? We will give you the chance to use your creativity and let your imagination take you away. We will learn that creativity is inside all of us; we just don't use it all the time!

____ Team-building

Do you like interacting and solving problems with other people? Come learn effective team-building by “breaking the ice.” This competitive activity involves learning how to use communication successfully while working with others to complete a fun task!

____ Communication

Do you know you can talk without words? Learn to communicate with and without words! Students will learn fun new ways to transfer information through body language, facial expressions, tone, and more!

____ LEADERSHIP

Whether it's President Obama or iCarly, all leadership styles are important and can be successful. Lead the way in helping others reach a goal. Here's your chance to experience yourself in a leadership position and discover what type of leader you are, or want to be!

____ PROBLEM-SOLVING

Ever been stuck in a sticky situation or found yourself tied up in a knot trying to figure out what to do? Come see how you use problem-solving in everyday life whether you know it or not! Learn how people of the past and present solve problems and how to successfully solve problems in the future!



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the 21st century skill building conference in the local newspaper!



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Documenting the value of transferable skills combined with academic content:

Managing a Homeless Shelter – Connecting skills, students,
and scholarship



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Documenting includes demonstrating skill
focused value-added for academic audiences:

Shelter Academics by the Numbers

- **Three** articles in professional academic journals, including one student co-author
- **Fifteen** national and regional professional conference presentations/workshops, featuring:
 - **Eight** undergraduate student co-authors
 - **One** alumni graduate student co-author
 - **Eleven** academic disciplines/campus offices represented among authors: Business; Communications; Community Service; Institutional Effectiveness and Accreditation; Library; Mathematics; PORTfolio program; Psychology; Recreation and Leisure Studies; Sociology; Social Work
- **Two** professional newsletter articles
- **One** 16 minute documentary video
- **One** Master's thesis
- **Six** co-curricular and on-campus presentations, most including student co-authors
- **Seven** Honors and Scholars student projects
- **Three** Undergraduate Research presentations, all student authored
- **Four** in-house grants, including three undergraduate student travel grants
- **Seven** awards: Birdsong Community Achievement Award and Volunteer of the Year for the founding student manager; Outstanding Program and Outstanding Collaborative Program with Shack-a-Thon; Program of the Year; Service and Community Engagement Award for a Faculty Manager; Recognition for the Office of Community Service in the Hampton Roads Volunteer Achievement Awards in the Community Groups Category

Transferable Skills Matrix			
1. Transferable Skill* and Examples of Ways to Develop and Demonstrate Skills	2. <u>Your</u> Examples from your Personal Skills Inventory	3. <u>Your</u> Examples from your Client Project	4. Outcomes of <u>Your</u> Skill Application
Communication			
<ul style="list-style-type: none"> Report writing** Report presentation Verbal skills 	<ul style="list-style-type: none"> Listening Email Web page development Use of other media 		
Research/Analysis			
<ul style="list-style-type: none"> Problem conceptualization Working with scientific literature Application of research findings 	<ul style="list-style-type: none"> Quantitative and qualitative research design, data collection, and analysis 		
Computer/Technical Literacy			
<ul style="list-style-type: none"> Word processing (e.g., Word) Spreadsheets (e.g., Excel) Data analysis (e.g., SPSS; SAS) Presentation software (e.g., PowerPoint) 	<ul style="list-style-type: none"> Web literacy Database expertise (e.g., search engines) Specific software packages Basics of computer hardware and operation 		
Flexibility/Adaptability			
<ul style="list-style-type: none"> Adapt to changing situations Positively react to change when it occurs 	<ul style="list-style-type: none"> Modify project/approach to meet changing needs/requirements 		
Interpersonal Skills			
<ul style="list-style-type: none"> Interact well with people 	<ul style="list-style-type: none"> Facilitate social change 		
Diversity			
<ul style="list-style-type: none"> Sensitivity to, and general respect for, diversity 	<ul style="list-style-type: none"> Experience in diverse teams 		

Leadership			
<ul style="list-style-type: none"> Taking charge (formally or informally) Decision-making 	<ul style="list-style-type: none"> Developing structure, process (e.g., team meeting times, assigned tasks) Taking responsibility 		
Organizational/Project Management			
<ul style="list-style-type: none"> Setting realistic agendas Meeting timelines (or early completion) 	<ul style="list-style-type: none"> Multi-tasking Timely completion of quality product per project parameters 		
Problem-solving			
<ul style="list-style-type: none"> Clarify situations Handling unanticipated issues 	<ul style="list-style-type: none"> Evaluate various courses of action Assess potential outcomes 		
Creativity			
<ul style="list-style-type: none"> Originate project concept, process, or presentation 	<ul style="list-style-type: none"> Improved application of existing concept, material, or process Development of new concept, material, or process 		
Teamwork			
<ul style="list-style-type: none"> Team building Group cooperation Fundraising Organizational development 	<ul style="list-style-type: none"> Project development Influence individual and group process Conflict management/resolution 		
Personal Values			
<ul style="list-style-type: none"> Honesty Work ethic Dependability Positive attitude 	<ul style="list-style-type: none"> Self-confidence Professionalism Willingness to learn 		

* This categorization is taken from: Ballentine, Jeanne and Keith Roberts. 2010. *Our Social World: Condensed Version*, Pine Forge Press, pp. 15-16. Examples also come from Steele, Stephen F. and Jammie Price. 2007. *Applied Sociology: Terms, Topics, Tools, and Tasks*, 2nd ed. Belmont, CA: Wadsworth.

** Writing skills are an asset in any position. Writing well about your research or project demonstrates more than just an ability to spell and punctuate. It requires practicing things like logical connections, flow of information, organization, vocabulary, and thinking about who your audience is, what they want to know, and how to communicate it to them.



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Engagement and Expanding the Definitions

Brian Kurisky



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AAC&U's High-Impact Educational Practices

First-Year Seminars
Learning Communities
Collaborative Projects
Diversity/Global Learning
Capstone Courses/Projects

Common Intellectual Experiences
Service-Learning/Civic Engagement
Writing Intensive Courses
Undergraduate Research
Internships

“Meta” HIP – E-Portfolios

These practices...

- Develop 21st Century skills and disciplinary knowledge
- Correlate with increased student engagement, retention, and graduation
- All can be designed to connect students with real problems facing local, national, or global communities



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AAC&U's Survey of Employers

- **Internship/community-based project where students apply college learning in real-world setting.**
83% “Very Effective” and “Fairly Effective”
- **Senior project incorporating depth of knowledge, problem-solving, writing, and analytic reasoning skills.**
79% overall
- **Essay tests** **60% overall**
- **Multiple Choice Exams** **32% overall**



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Low Level Engagement

- Attending lectures/events on-campus
- On-campus service activity
- Logging resources used for time period
- Observe people in community
- Visit community places (courts, churches, etc)
- Field trips
- Watching proceedings/plays



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Mid-Level Engagement

- Visit off-campus site with reflection paper
- Attend on-campus event with reflection paper
- Reflection/Discussion on world events
- Interviewing people off-campus
- Fundraising as group for off-campus
- Tutoring
- Classroom Observation
- Observe and participation in community org



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Higher Level Engagement

- Volunteer in off-campus event for time period with reflection
- Field research in ecosystems around world
- Performing off-campus
- Internships
- Developing campus programs
- Poster presentations
- Choose, cast, publicize, produce plays
- Create Podcast
- Shark Tank Presentation
- Plan Undergraduate Business Conference



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Activity

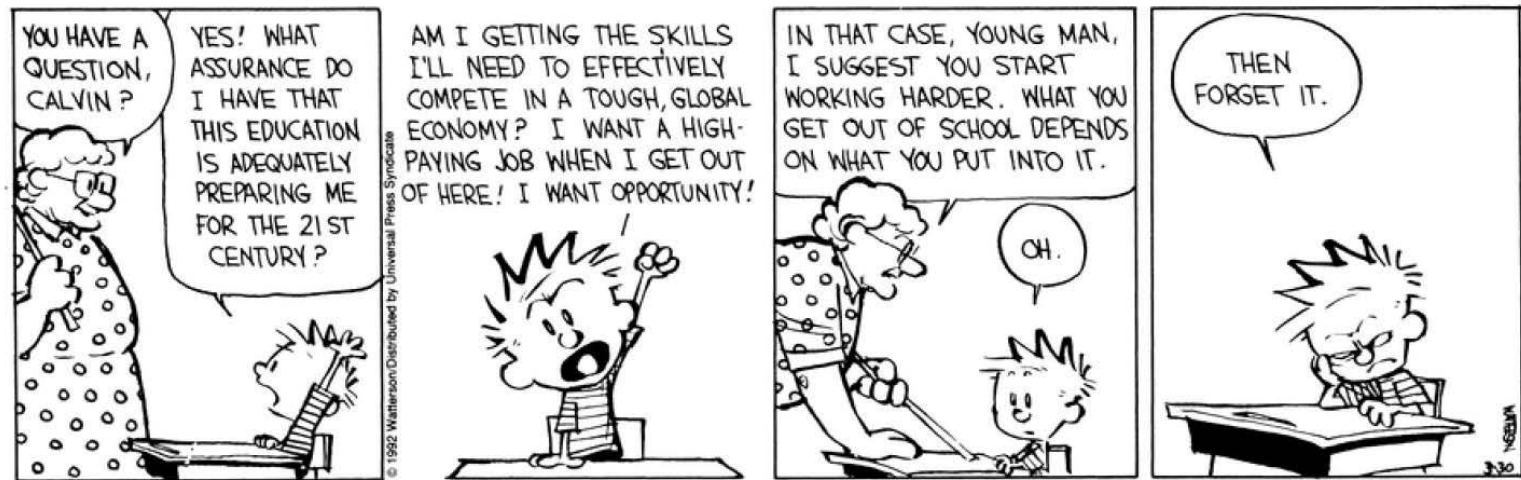


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By the Numbers

VWU July 1, 2017 until May 16, 2018

- 358 Marlins (faculty/staff/students) reported hours
- Over 11550 hours reported
- 146 courses (F17, W18, SP18) out of 556 syllabi reviewed
 - 26.3%



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Why Emphasize Civic Engagement?

- Responsible and Moral Choice
- Improve the Quality of All Academic Work
- Self-interest



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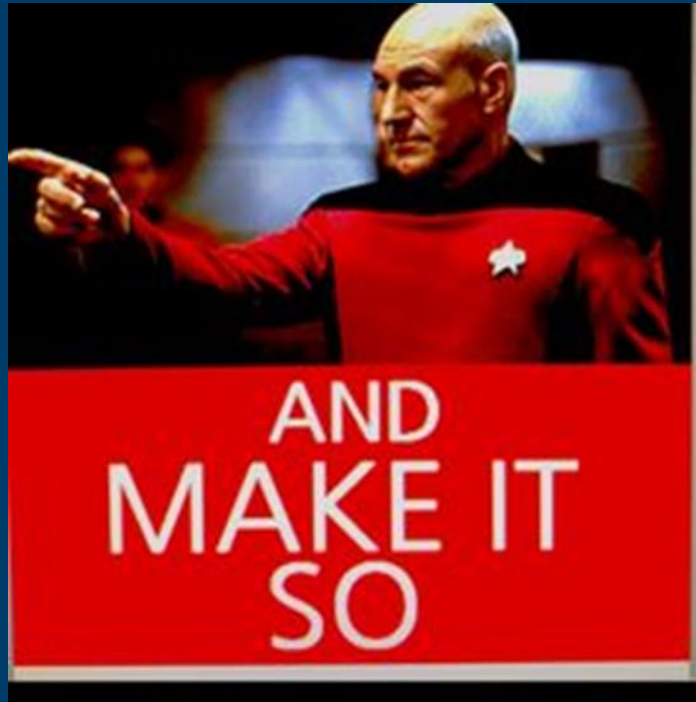
New Directions in Higher Education

- Take a more **integrated view** of teaching, learning, and research/creative expression; student success
- **Broadened view of impact** and knowledge dissemination; restore higher education as a valued resource
- **Diversified sources of revenue** through partnerships with other sectors; intensify our public purpose
- Develop a **more inclusive and equitable workplace culture**
- Increase capacity for **more interdisciplinary work**
- Learn to see the university as a **collective enterprise**, not just a sum of individual parts



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ENGAGE!



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