Transferring Skills and Theories into Civic Engagement: Expanding Your Courses

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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.
Today’s global citizens and employees must possess both 21\textsuperscript{st} Century skills as well as disciplinary knowledge.

Today’s instructors must make their classrooms as dynamic as the world around it.
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
E-Portfolios: Highlighting Transferable Skills

Robin Takacs
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.
Lydia O’Connor – 44 skills, 9 projects
Link to a WordPress Blog

Study Away- Florence Italy

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 Staatfast.

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https://lydiaoconnorsite.wordpress.com/
Alizae Dollins - Service Learning Reflection Journals

Special Olympics Reflection

<table>
<thead>
<tr>
<th>Intern</th>
</tr>
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<tbody>
<tr>
<td>Caesar Rodney High School</td>
</tr>
<tr>
<td>January 1, 2017 to May 1, 2018</td>
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</tbody>
</table>

- Worked for 360 Sports, the premier one-stop sports broadcasting network in Delaware Conducted interviews during the Delaware state game, worked as a booth manager and managed the statistics
- Boy's and Girls Club, Delaware July 2017
- In the summer, I spent time helping with the state's Special Olympics program. This was an opportunity to help young kids learn basketball
- Ambassador: 2017-2018
- Currently work as a Birch Prime and have just been offered a lead position to work in the fall of 2018

Special Olympics: January 1, 2017 to May 1, 2018

- Volunteer at the Special Olympics Basketball at Caesar Rodney High School. I helped during basketball games and also assisted with some of the athletes' activities.
- Volunteer at the spring Special Olympics, which was held at Dover Air Force Base. I acted as a media model for the athletes and helped them present items to their team.
- Volunteer at Special Olympics Basketball at Virginia Wesleyan. I volunteered with some of my fellow teammates and we played 3 on 3 with some of the team that did archives competition.

Winter Shelter

- 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-eight to watch and make sure the residents were following the rules. I also worked some of the athletic games that were held for the residents.
- Marissa Tedes, Norfolk September 2016
- Volunteered to read to children for a couple hours. The children were those who struggled to read and I was

“It was an amazing experience where I got to interact with the residents and learn about their lives.”
<table>
<thead>
<tr>
<th>Time</th>
<th>Partner</th>
<th>Website</th>
<th>Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/6/2017 20 Minutes</td>
<td>Children’s Hospital</td>
<td><a href="http://www.cnko.org/">http://www.cnko.org/</a></td>
<td>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.</td>
</tr>
<tr>
<td>9/20/2017 1 hour 15 min</td>
<td>Children’s Hospital</td>
<td><a href="http://www.chkd.org/">http://www.chkd.org/</a></td>
<td>I walked around and sold instant snacks. The soccer team helped a lot.</td>
</tr>
</tbody>
</table>
Why E-Portfolios?
Math Class: Transferable Skills in Unexpected Places

Denise Wilkinson
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.
Concepts and Skills LEARNED

Transferrable Skills

- Reading and understanding instructions
- Listening skills
- Writing Skills
- Communication skills
- Cooperative learning skills
- Creativity
Civic Engagement: On CAMPUS

Sidewalk Lab

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

Pythagorean theorem
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.

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

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
Course component: Stepping up the level of engagement
Math course experience + Tidewater Collegiate Academy (TCA)= engagement

FYE 101: Tutoring

FYE 101: Math Games

MATH 150: Snowflakes and Symmetries
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
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.

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)
Identifying Skills And Relevance:

ESCAPE ROOM - Learning Transferable Skills in the Classroom Then Seeing Their Importance in Practice
Developing skills: Using Public Transportation - Navigating the World’s Spaces and Places Requires Expanding Transferable Skills
Applying skills and engaging others: Hosting an Educational Fair - Moving from Theory and Core Content by Incorporating Transferable Skills
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.

___ “On 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

Did you know you can talk without words? Learn to communicate with and without words! Students will learn 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!
Translating skills is newsworthy!: the 21st century skill building conference in the local newspaper!
Documenting the value of transferable skills combined with academic content:

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

<table>
<thead>
<tr>
<th>1. Transferable Skill* and Examples of Ways to Develop and Demonstrate Skills</th>
<th>2. Your Examples from your Personal Skills Inventory</th>
<th>3. Your Examples from your Client Project</th>
<th>4. Outcomes of Your Skill Application</th>
</tr>
</thead>
</table>
| **Communication**  
- Report writing**  
- Report presentation  
- Verbal skills  
- Listening  
- Email  
- Web page development  
- Use of other media |  |  |  |
| **Research/Analysis**  
- Problem conceptualization  
- Working with scientific literature  
- Application of research findings  
- Quantitative and qualitative research design, data collection, and analysis |  |  |  |
| **Computer/Technical Literacy**  
- Word processing (e.g., Word)  
- Spreadsheets (e.g., Excel)  
- Data analysis (e.g., SPSS, SAS)  
- Presentation software (e.g., PowerPoint)  
- Web literacy  
- Database expertise (e.g., search engines)  
- Specific software packages  
- Basics of computer hardware and operation |  |  |  |
| **Flexibility/Adaptability**  
- Adapt to changing situations  
- Positively react to change when it occurs  
- Modify project/approach to meet changing needs/requirements |  |  |  |
| **Interpersonal Skills**  
- Interact well with people  
- Facilitate social change |  |  |  |
| **Diversity**  
- Sensitivity to, and general respect for diversity  
- Experience in diverse teams |  |  |  |
| **Leadership**  
- Taking charge (formally or informally)  
- Decision-making  
- Taking responsibility |  |  |  |
| **Organizational/Project Management**  
- Setting realistic agendas  
- Meeting timelines (or early completion)  
- Multi-tasking  
- Timely completion of quality product per project parameters |  |  |  |
| **Problem-solving**  
- Clarify situations  
- Handling unanticipated issues  
- Evaluate various courses of action  
- Assess potential outcomes |  |  |  |
| **Creativity**  
- Originate project concept, process, or presentation  
- Improved application of existing concept, material, or process  
- Development of new concept, material, or process |  |  |  |
| **Teamwork**  
- Team building  
- Group cooperation  
- Influence individual and group process  
- Conflict management/resolution |  |  |  |
| **Personal Values**  
- Honesty  
- Work ethic  
- Professionalism  
- Willingness to learn |  |  |  |


**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.
Engagement and Expanding the Definitions

Brian Kurisky
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
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
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
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
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
Activity
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%
YOU HAVE A QUESTION, CALVIN?

YES! WHAT ASSURANCE DO I HAVE THAT THIS EDUCATION IS ADEQUATELY PREPARING ME FOR THE 21ST CENTURY?

AM I GETTING THE SKILLS I’LL NEED TO EFFECTIVELY COMPETE IN A TOUGH, GLOBAL ECONOMY? I WANT A HIGH-PAYING JOB WHEN I GET OUT OF HERE! I WANT OPPORTUNITY!

IN THAT CASE, YOUNG MAN, I SUGGEST YOU START WORKING HARDER. WHAT YOU GET OUT OF SCHOOL DEPENDS ON WHAT YOU PUT INTO IT.

THEN FORGET IT.
Why Emphasize Civic Engagement?

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

AND MAKE IT SO