CAREER READINESS ACROSS THE CURRICULUM (CRXC):
TRANSFORMING HOW OUR CAMPUSES EMBED SKILLS & CAREER INFORMATION INTO THE STUDENT EXPERIENCE

A WORKSHOP BY CCWT HIGHLIGHTING TEAMWORK SKILLS – 4/13/23
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GOALS OF THE SESSION

REVIEW

Limitations w/the skills and career readiness discourses

DISCUSS

Cultural nature of skills and challenge is to introduce students to cultural norms of our fields

REFLECT

Cultural scripts in your own disciplines, and ways to teach them

REVIEW

Methods for teaching teamwork and collaboration using this approach

THE PROBLEMS

Imagine the eager but over-whelmed student new to campus, w/messages about "career readiness" ringing in their ears. Where do they go? What courses or experiences do they pursue, and when?

Consider a typical academic program. Do all courses feature key skills or career-related information? Do all students have equal access to work-related learning? Does anyone know?
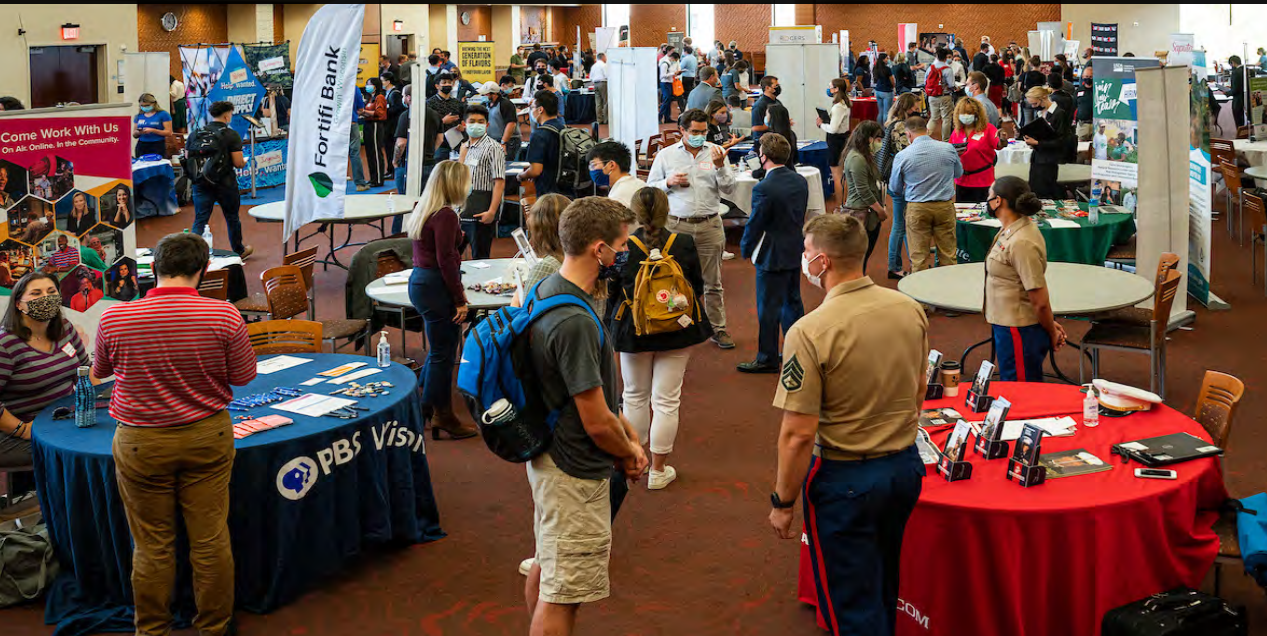
BACKGROUND TO THESE QUESTIONS

GROWING, OVERDUE EMPHASIS ON CAREER READINESS, BUT …

1 THE CONSTRUCT HAS SIMILAR PROBLEMS TO "EMPLOYABILITY" IN THE 1990S- MERE POSSESSION OF SKILLS

2 WORK-BASED LEARNING (WBL) & OTHER HIPS ARE NOT EQUITABLE

3 CLASSROOM INSTRUCTION IS THUS KEY, BUT NOT ALL FACULTY ARE TRAINED IN WORK-INTEGRATED LEARNING (WIL)

4 CAREER SERVICES TEND TO BE SILOED ACROSS CAMPUS

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CAREER READINESS ACROSS THE CURRICULUM FRAMEWORK

Three key guiding principles to institutional change around career readiness

1 — Career readiness is partly a problem of acquiring discipline-specific cultural scripts

2 — The classroom is the key venue for acculturation into the professions via active learning

3 — Faculty and then cross-unit curricular mapping is key – for internal planning and to help advise students

SKILLS ARE BEST THOUGHT OF AS ELEMENTS OF CULTURE

☑ A community's conceptions of skills encode beliefs and ideologies of value and appropriate behavior

☑ Students must master these profession-specific notions of skill to enter the "gates" of the profession

☑ But dominant terms (e.g., soft) also imply skills are easy to teach/learn, while others (e.g., NACE) are de-contextualized

SKILLS AS CULTURAL SCRIPTS

Routinized sequences of actions tied to performance in specific situations considered normal and acceptable to particular communities

ORDERING IN A RESTAURANT

Enter restaurant, be seated, receive menu, take time to peruse, tell server

BREAKING BAD NEWS IN HEALTH CARE

Find quiet location, inquire about well-being in kind voice, ask about supports, tell news, comfort

GIVING A POSTER AT AN ACADEMIC MEETING

Dress nicely, stand off to side, make eye contact, provide quick overview, allow for questions

HOW COMMUNICATION SKILLS ARE EMBEDDED IN SPECIFIC SITUATIONS: NOVICES

THE SKILL SEQUENCE

Emphasis on establishing **inter-subjectivity** (via **Q&A/listening**) among patient care team members from **different role groups** (specialists, nurses, etc) to ensure **safety** at the **bedside**
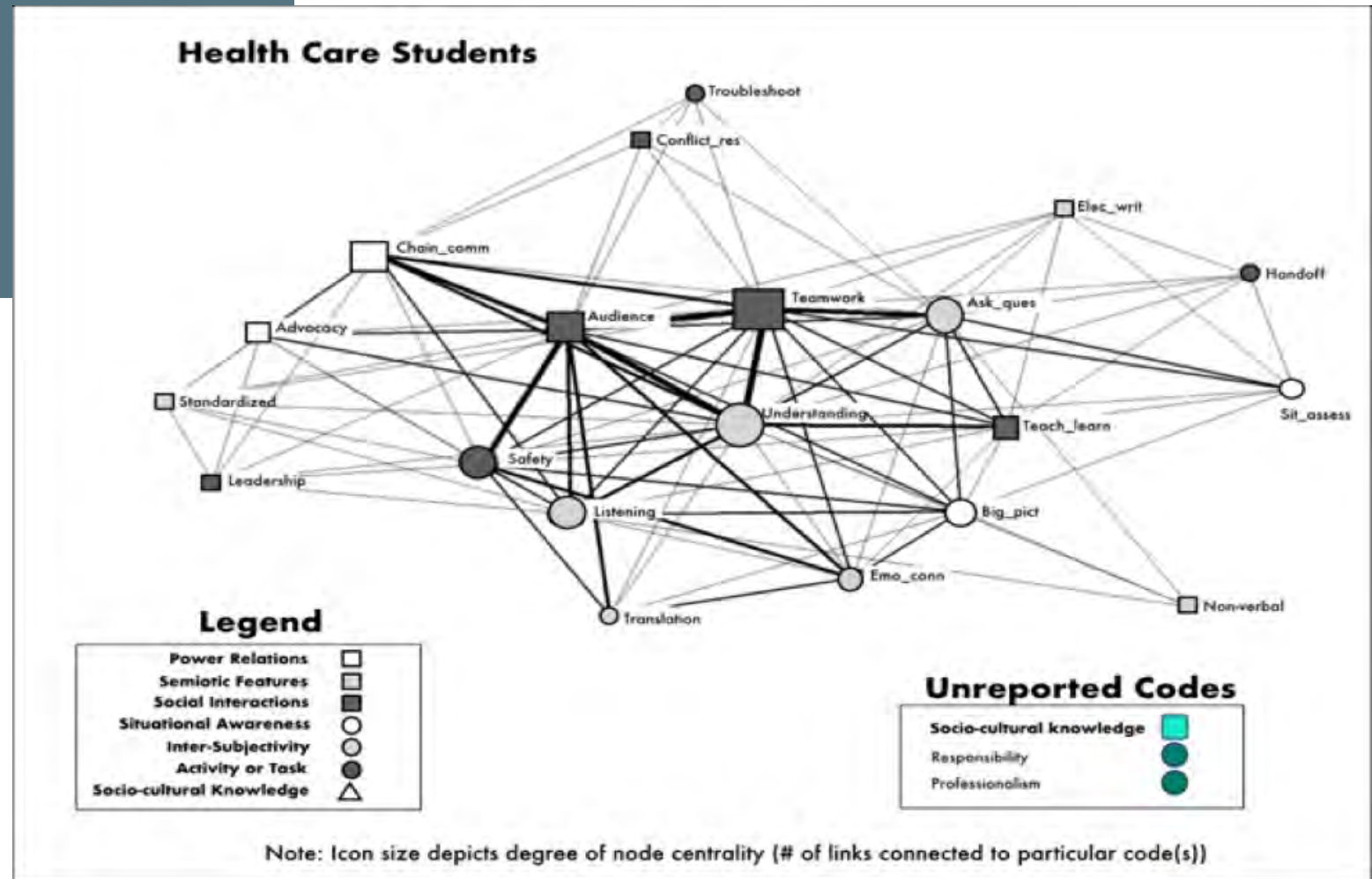
Hora, M. T., Smolarek, B. B., Martin, K. N., & Scrivener, L. (2019). Exploring the situated and cultural aspects of communication in the professions: Implications for teaching, student employability, and equity in higher education. *American Educational Research Journal,* 56(6), 2221-2261.
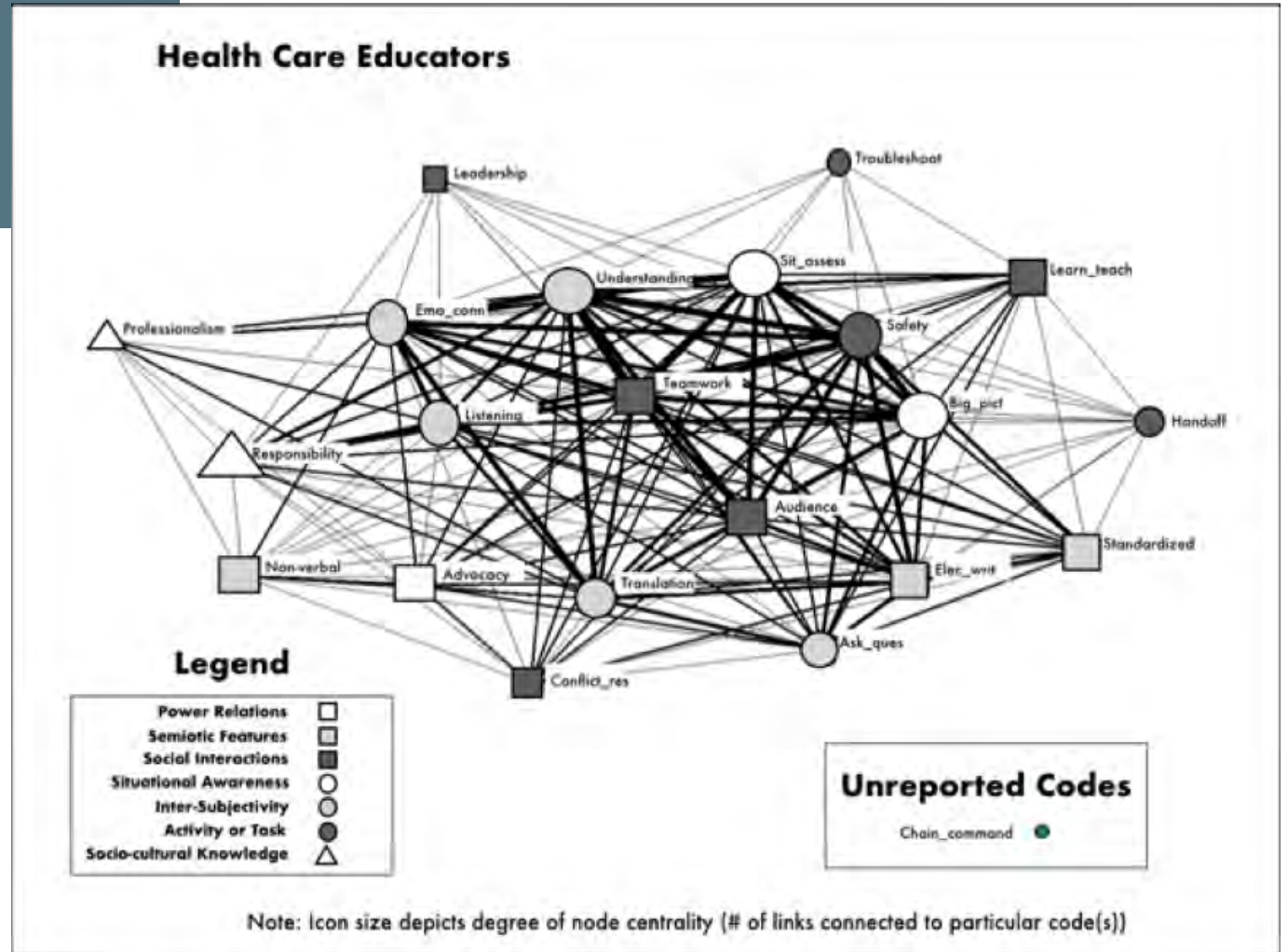
HOW COMMUNICATION SKILLS ARE EMBEDDED IN SPECIFIC SITUATIONS AND CONTEXTS: EXPERTS

THE SKILL SEQUENCE

Emphasis on: (1) establishing **inter-subjectivity** (via **Q&A/listening, jargon translation, standardized terminology**) among patient care team members from **different role groups** (specialists, nurses, etc) to ensure **safety** at the **bedside and nurse station, (2) conveying awareness of the big picture, and (3)** advocating for patients while expressing empathy

Health Care Educators

Legend

Power Relations	☐
Semiotic Features	☐
Social Interactions	◼
Situational Awareness	○
Inter-Subjectivity	◐
Activity or Task	●
Socio-cultural Knowledge	△

Unreported Codes

Chain_command ●

Note: Icon size depicts degree of node centrality (# of links connected to particular code(s))

THE QUESTION

How can we guide our students from novice to expert communication or teamwork behaviors in our academic programs? And in ways that introduce them to real workplace practices?

Image source: The New York Times, Nicole Bengiveno

Image source: Wright State University

ACTIVITY #1

(1) Write down a skill-related cultural script from your own profession – note the situation, the skill, and sequence of actions.

(2) Are there ways that race/ethnicity, class, gender, or other identities or experiences influence these scripts?

2

THE CLASSROOM SHOULD BE THE FOCI FOR SKILLS & CAREER-RELATED LEARNING

CAREER SERVICES UTILIZATION REMAINS LOW

The 2018 Strada/Gallup survey only 22% visited career services "often" or "very often" and faculty/staff provided most valued information

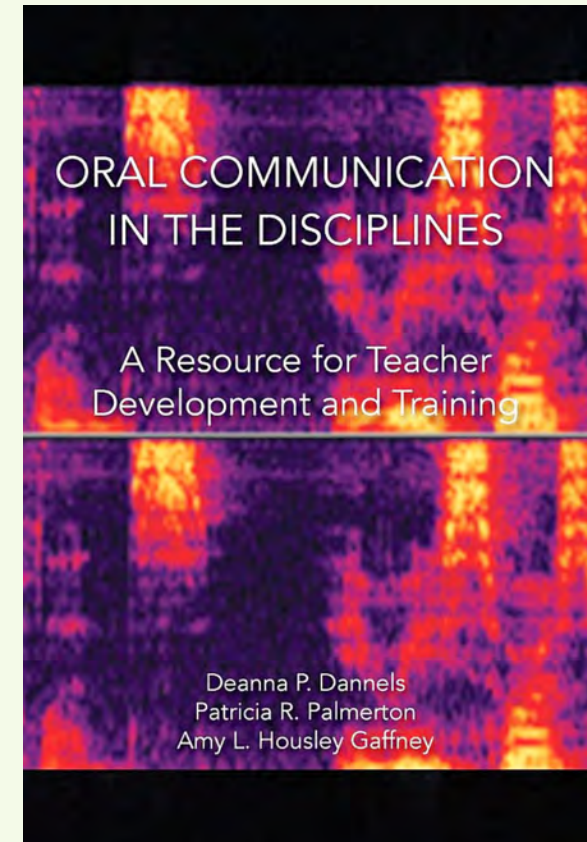## WIDELY PROMOTED WBL/HIPS ARE UNAVAILABLE OR INACCESSIBLE

Our National Survey of College Internships (n=12,130, 17 campuses) in 2021 found only 1 in 5 students took an internship.
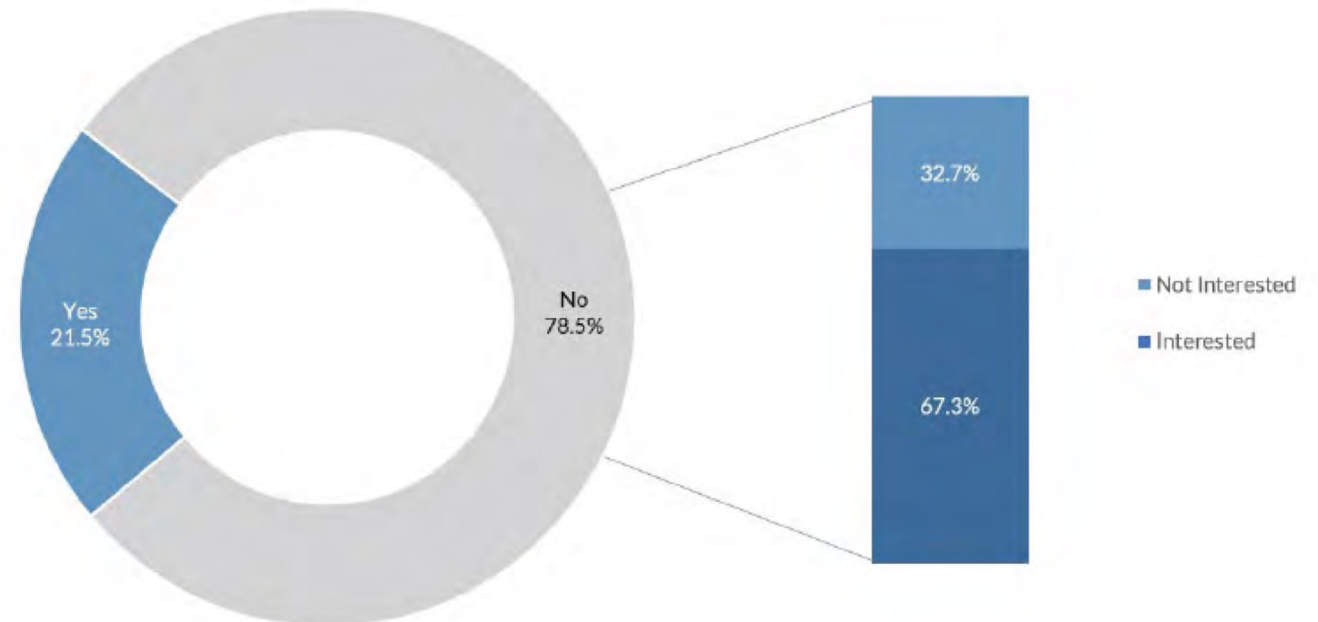
THE OPPORTUNITY: WIL ALIGNS PERFECTLY WITH ACTIVE LEARNING

THE CHALLENGE: MOST FACULTY HAVEN'T BEEN TRAINED TO HIGHLIGHT SKILLS IN THEIR TEACHING PRACTICES – MUCH LESS A CULTURAL VIEW

Respect disciplinary expertise

Backwards design from the skill – here, the "oral genre"

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CRITICAL INSIGHTS ON INSTRUCTIONAL DESIGN FOR SKILLS-FOCUSED TEACHING
INTRODUCTION TO DISCIPLINARY CULTURES

☑ **Backwards design:** don't assume learning, start course/lesson planning with specific skill articulated, then select teaching methods and assessments

☑ **Active learning:** hands-on, active learning is key (but lecturing is also ok and even essential)

☑ **Scaffolding of learning activities**: slowly introduce your students to active engagement with the skill (see Vygotsky's Zone of Proximal Development)

☑ **Assessment:** include formative and low-stakes assessment, may need to create your own discipline/cultural script specific
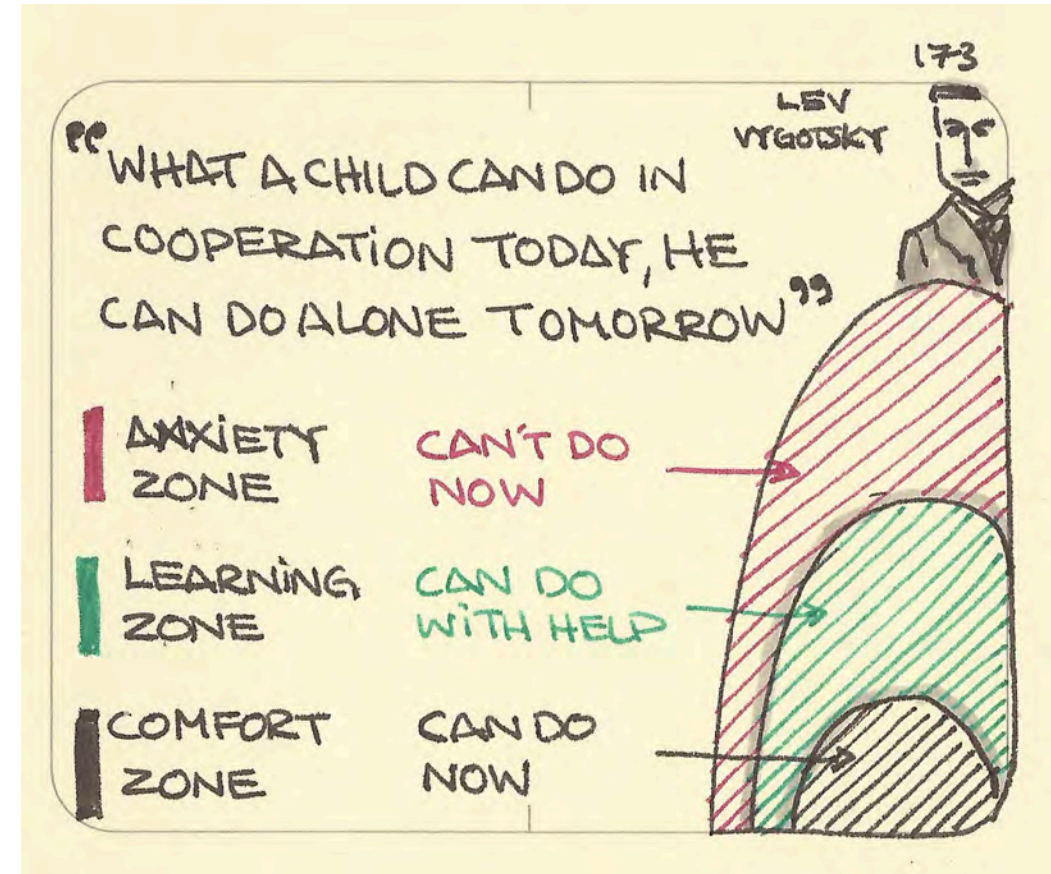

Image source: Sketchplanations

SPECIFIC EXAMPLES OF TEACHING METHODS FOR TRANSFERABLE SKILLS

ROLE PLAY & SIMULATIONS

Students observe and then practice various cultural script in simulated situations

SMALL GROUP DISCUSSIONS

Techniques like think-pair-share, Jigwaw, and other discussions can feature key scripts
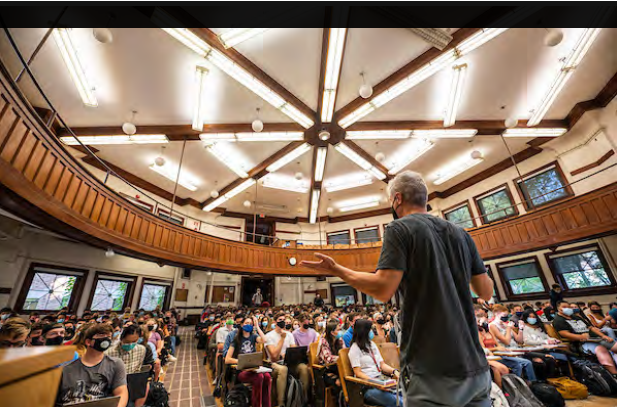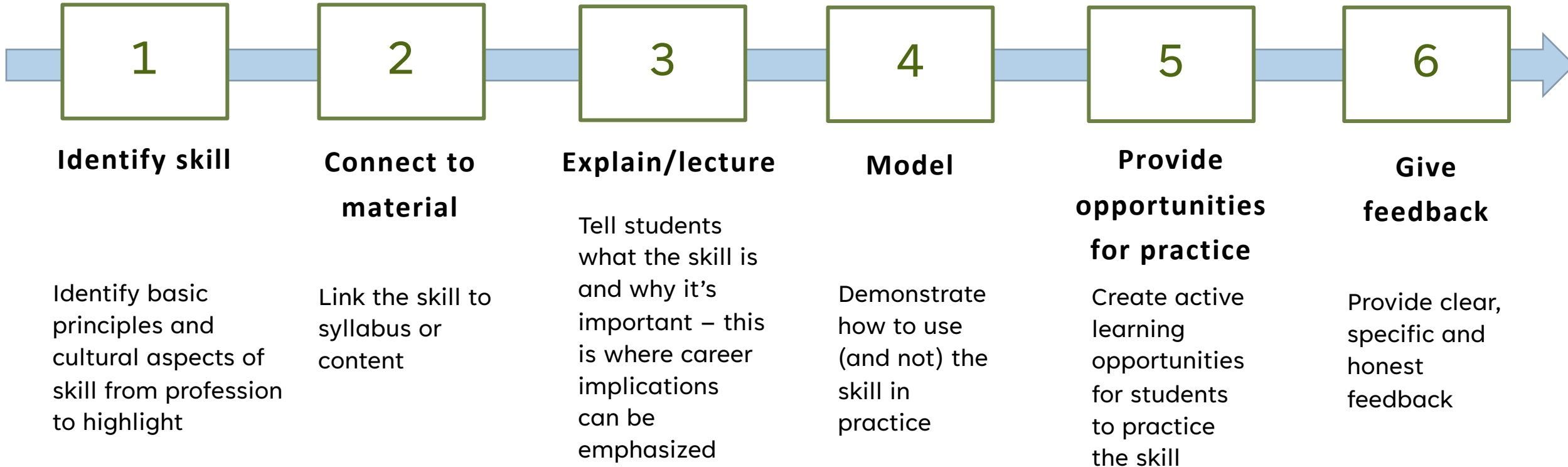
PROBLEM-BASED LEARNING PROJECTS

PBL offers authentic opportunities for teaching scripts for communication, teamwork, critical thinking, etc.

PROCESS ORIENTED GUIDED INQUIRY LEARNING

Similar to PBL but more structured team-based project –based approach that explicitly highlights key skills

TEACHING SKILLS AS CULTURAL SCRIPTS APPROACH

1	2	3	4	5	6
Identify skill	**Connect to material**	**Explain/lecture**	**Model**	**Provide opportunities for practice**	**Give feedback**
Identify basic principles and cultural aspects of skill from profession to highlight	Link the skill to syllabus or content	Tell students what the skill is and why it's important – this is where career implications can be emphasized	Demonstrate how to use (and not) the skill in practice	Create active learning opportunities for students to practice the skill	Provide clear, specific and honest feedback

ACTIVITY #2

Write down an active learning method you have used or seen that explicitly features a disciplinary cultural script and/or career-related information.

3

TEACHING TEAMWORK

TEAMWORK IS A HIGHLY VALUED WORKPLACE SKILL

Cultural scripts may include coordinating among patient care team (health care), working in a lab (life sciences), or as part of a product design group (design/mktg)

RESEARCH & TEACHING IDEAS ARE CROSS-DISCIPLINARY

Education (Johnson & Johnson – cooperative learning)

Small group functioning (Salas – HR/management)

Social/cognitive psychology (Rogoff– social aspects of learning)

PREPARATORY WORK IS KEY!

Discuss expectations, ground rules for behavior

Consider grading, "slackers"

Think through: length of activity, how to create groups, creating engaging tasks, grading

https://www.youtube.com/watch?v=eY2fG_Fbm2M

# TAKING IT A STEP FURTHER: TEAMWORK AS SPECIFIC, MODELED CULTURAL SCRIPTS AND SCAFFOLDED LEARNING

Articulate (and explain) discipline-specific forms of teamwork (i.e., cultural script)

Don't rely on generic descriptors of "good" teamwork but find specific exemplars from your field, and then tell your students why it's important
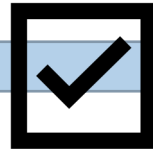
Model the script

Show students what good and poor examples of the script look like in practice
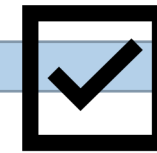
Scaffold their learning

Scaffold students' exposure to teamwork from short, low-stakes (e.g., think-pair-share) to more complex

FINAL THOUGHTS

FINDING CULTURAL SCRIPTS

May need to consult w/employer relations or colleagues w/industry experience

ONLINE INSTRUCTION

Skills can be taught online, esp w/recorded simulations and moderated discussions

INCLUSIVE PEDAGOGY

Be aware of cultural scripts that encode bias

FURTHER LEARNING

EdX and UW-Madison Canvas course available in Summer 2023

THANK YOU!

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Slides available on Slideshare.net