

Session Outline:

1. Introduction & opening remarks

2. Why focus on transferrable skills?

- A. Defining “transferrable skill”
- B. Some examples: effective communication, collaboration, critical thinking, creative problem-solving, etc.
- C. Why are these skills important? Evidence from the literature, employers/recruiters, etc.

3. Brief overview of ENY 2890 (Insect Research) as a course that focuses on transferrable skills

4. *Science Across Borders* project

- A. An overview of how the project is structured (including goals, learning outcomes, component activities, & assessments)
- B. Practical information on how the project is implemented (including how to find interviewees, preparing students for the interview, etc.), with a focus on how it can be adapted to other courses/disciplines.
- C. Skills that students develop, e.g. cross-cultural communication, active listening, professional networking, writing, and self-reflection. Include insights from student evaluations, feedback from interviewees, and my own assessments as instructor.

5. Other activities/strategies that build transferrable skills (each to be covered briefly, with emphasis on how they can be adapted beyond ENY 2890)

- A. Panel discussion with visiting graduate students
- B. Speed networking
- C. Storytelling techniques for science communication
- D. Weekly reflections

6. Concluding remarks & acknowledgments

7. Open discussion & brainstorming

- A. What are the most desirable skills in your field?
- B. Which strategies do you already use to teach those skills?
- C. What are the challenges you encounter when trying to teach these skills?