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?