# Skills Translation - What the Husky Experience means in the classroom: Take History, for example

| **Academic Assignment** | **Career- relevant skills learned while doing the assignment** | **What students put on their resume without guidance** | **Faculty Guidance: How faculty can make the career relevant skills developed within the major clearer to students and help them prepare for life after graduation** | **What students put on their resume with guidance/ How it could translate to careers in or out of history** |
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| 10-page research paper on French Revolution | Research skills, including database search  Analysis, synthesis of sources,  Perspectives  Writing  Responding to feedback (draft) | * History major * Studied the French revolution * Wrote papers | TELL THEM:   1. Point out the skills behind the assignment in class, assignment instructions on the syllabus. Explain how they’re useful in professional settings. 2. Tell students what skills they could put on their resumes as a result of the assignment. Refer to the course learning outcomes. 3. Invite the Career Services and/or alumni to visit and discuss the link between their education and professional success | * Bachelors of Arts in History candidate (expected graduation date) * Able to develop well-researched reports utilizing various methodologies (literature review, surveys, case studies) based on analysis and synthesis of a variety of sources (list which ones) * Experience with database search (list databases) * Seeks out constructive criticism and implements change based on feedback and best practices * Critical and innovative thinking on meaning, evaluation and summarization of research findings |
| Group project with in-class presentation on China in the 20th century | Working on a team  Time management  Presentation skills  Public speaking | * History major * Studied modern China * Delivered presentations | ASK THEM   1. Ask student to reflect on assignment and what non-History professional skills they learned 2. Ask students to draft a few lines they could add to their resumes based on skills learned 3. Ask what they learned, what they felt proud of and what they were particularly good at to help build translation of skills   SUPPORT THEM   1. Explicitly practice building career-relevant skills through the assignment 2. Have student translate activity from academic format to career format 3. Reframe assignment as simulation to specific audience | * Bachelors of Arts in History candidate (expected graduation date) * Experience working in teams (how many team members and what role do they play on the team, leader, motivator, presenter, organizer) on complex, extended projects * Time-management skills in individual and partnership settings, meets deadlines * Experience developing and delivering presentations and speaking publicly to large groups * Communication skills in collaboration and content delivery |

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|  |  |  | TELL THEM |  |
|  |  |  | ASK THEM – skills demonstrated and what they learned |  |
|  |  |  | SUPPORT THEM |  |