Cookie cutting or gaining a broader perspective? Embedding GAs in the curriculum

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School of Psychology
University of Glasgow
Subject Specialist
Independent and Critical Thinker
Resourceful and Responsible
Reflective Learner
Overall confidence as a member of the student community
Effective Communicator
Adaptable
Experienced Collaborator
Ethically and socially aware
Investigative

Reflection

Student engagement

Measurement
Aims and Methods

Activities
- GAs reflection activities
- Careers Workshops
- Alumni Events

Evaluation
- GAs Self efficacy
- Self Esteem
- Self Efficacy in HE
- Student perspective
Can GAs self efficacy be measured meaningfully?

- **Self Efficacy**
  - “judgements of capabilities to organize and execute courses of action” (Bandura, 2005)

- **Applied to U of G GAs matrix:**
  - On the basis of your current beliefs in your academic capabilities, personal qualities and transferable skills………

<table>
<thead>
<tr>
<th>Confidence as a member of the student community</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic</td>
</tr>
<tr>
<td>I can confidently explain and challenge (subject specific) concepts and theories.</td>
</tr>
<tr>
<td>Personal</td>
</tr>
<tr>
<td>I can confidently communicate my (subject specific) knowledge to anyone.</td>
</tr>
<tr>
<td>Transferable</td>
</tr>
<tr>
<td>I am confident in taking a leadership role when working on group projects.</td>
</tr>
</tbody>
</table>
Can GAs self efficacy be measured meaningfully?

<table>
<thead>
<tr>
<th>Component</th>
<th>% Variance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experienced Collaborator (APT) &amp; Adaptable (AP)</td>
<td>10.1</td>
</tr>
<tr>
<td>Confident (APT) &amp; Effective Communicators (AT)</td>
<td>9.2</td>
</tr>
<tr>
<td>Subject Specialist (APT) &amp; Id &amp; critical thinker (AP)</td>
<td>8.7</td>
</tr>
<tr>
<td>Reflective learner (APT) &amp; Investigative (A)</td>
<td>8.1</td>
</tr>
<tr>
<td>Investigative (PT) Effective Communicator (P) Ind &amp; critical thinker (T)</td>
<td>7.7</td>
</tr>
<tr>
<td>Resourceful &amp; responsible (APT) &amp; Adaptable (T)</td>
<td>7.7</td>
</tr>
<tr>
<td>Ethically &amp; Socially aware (APT)</td>
<td>6.9</td>
</tr>
</tbody>
</table>

N= 249
PCA (Varimax Rotation)
Eigenvalues >1
Factor Loadings >.4
Dimensions: Academic; Personal; Transferable
“Personal qualities pervade employability”

(Yorke & Knight, 2007)

• Self esteem (Rosenberg, 1965)
  • “I feel that I have a number of good qualities”

• Self efficacy in H.E (Yorke & Knight, 2007)
  • “The amount of work I put into my studies is reflected in my grades”
**What is the relationship between GAs, H.E self-efficacy and self-esteem?**

<table>
<thead>
<tr>
<th></th>
<th>H.E self-efficacy</th>
<th>Self-Esteem</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Resourceful and responsible</strong></td>
<td>r = 0.4</td>
<td>r = 0.2</td>
</tr>
<tr>
<td><strong>Confident</strong></td>
<td>r = 0.27</td>
<td>r = 0.31</td>
</tr>
<tr>
<td><strong>Adaptable</strong></td>
<td>r = 0.37</td>
<td>r = 0.23</td>
</tr>
<tr>
<td><strong>Effective communicators</strong></td>
<td>NS</td>
<td>r = 0.34</td>
</tr>
<tr>
<td><strong>Experienced collaborators</strong></td>
<td>NS</td>
<td>r = 0.24</td>
</tr>
<tr>
<td><strong>Reflective</strong></td>
<td>r = 0.26</td>
<td>NS</td>
</tr>
</tbody>
</table>

All ps < 0.05
Do reflection activities improve self efficacy in GAs?

**GAs SE, Self Esteem & HE SE**

**Time 1**

- Introduction to GAS
- GAs reflection task

**Time 2**

- GAs Self Efficacy

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### Graduate Attribute Task

Where have you had the opportunity to develop the Graduate Attributes (GAs) listed below? Please think about the Psychology course, your other courses as well as your experiences outside of University.

<table>
<thead>
<tr>
<th>Graduate Attribute</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Specialist</td>
<td>Course lectures</td>
</tr>
<tr>
<td>Investigator</td>
<td>Reports &amp; research in psychology</td>
</tr>
<tr>
<td>Independent and Critical Thinkers</td>
<td>Essays (psychology and psychology)</td>
</tr>
<tr>
<td>Resourceful and Responsible</td>
<td>Time management (essays, exams)</td>
</tr>
<tr>
<td>Effective Communicators</td>
<td>Group presentations, discussions</td>
</tr>
<tr>
<td>Confident</td>
<td>Extra-curricular activities, part-time jobs, presentations</td>
</tr>
</tbody>
</table>
Do reflection activities improve self efficacy in GAs?

<table>
<thead>
<tr>
<th>GA</th>
<th>Diff</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject specialist</td>
<td>.08</td>
<td>.03*</td>
</tr>
<tr>
<td>Independent &amp; critical thinker</td>
<td>.17</td>
<td>.001*</td>
</tr>
<tr>
<td>Resourceful &amp; responsible</td>
<td>.144</td>
<td>.005*</td>
</tr>
<tr>
<td>Effective communicators</td>
<td>.135</td>
<td>.001*</td>
</tr>
<tr>
<td>Confident</td>
<td>.096</td>
<td>.008*</td>
</tr>
<tr>
<td>Adaptable</td>
<td>.16</td>
<td>.001*</td>
</tr>
<tr>
<td>Reflective learners</td>
<td>.1</td>
<td>.02*</td>
</tr>
<tr>
<td>Investigative</td>
<td>.07</td>
<td>.12</td>
</tr>
<tr>
<td>Experienced collaborators</td>
<td>.03</td>
<td>.24</td>
</tr>
<tr>
<td>Ethically and socially aware</td>
<td>.03</td>
<td>.29</td>
</tr>
</tbody>
</table>

N = 106  
Mean age = 20.5  
80 F 26 M
Do reflection activities improve self efficacy in GAs?

$p<.05$
What is the student perspective on GAs and the activities?

• Qualitative data
  – open responses at the end of year survey (N= 164)
  – focus groups (N=9).

Students’ awareness of GAs

“..before we did the labs – I didn’t really know what they were at all that they existed”

“They are certainly all gonna be good to have, um but some of them particularly: being a subject specialist, being confident and being able to communicate are gonna be three things that are definitely gonna allow you to progress in any kind of career”

Students relate GA to wider context beyond university

“It’s like confidence, I’d say I’ve got that like I’m a waitress… I’d say that I’ve got that from that as opposed to being a uni student”
Thinking to the future

“Reminded me that the aim of the degree is to train me for employment; that my being here does have a very practical and purpose”

Realising what they have and what they need to work on

“Made me truly reflect on skills I already have or currently developing that would allow me to sell myself to future employers.

Links to the real word

“Looking more at how extra-curriculars can help you boost your graduate attributes. A rundown of how employers actually critically assess your CV”

“More focus on application of skills in potential jobs”
Conclusions & next steps

- **Measurement**
  - Simplify matrix?

- **Awareness & Engagement**
  - Extra curricular
  - Links to graduate destinations

- **Reflection**
  - Improved GAs SE
  - Develop activity
• Where am I now and where do I want to be? A roadmap for graduate attributes

• interdisciplinary
• practice/evidence-based
• accessible, searchable, flexible
• internal and external resources
• to support and inspire staff
• integrated into LEADS web resource
• A roadmap for graduate attributes

• Reflective class exercises
• Co-assessment of oral presentations
• Placement and placement (international)
  • credit-bearing courses (PDP)
• Student peer mock interviewing
• Alumni speed networking
• Planning for the profession
• Employability Accelerator
• Where are WE now and where do we want to be? A roadmap for graduate resource launch – end of summer 2018

• contributions of case studies email anna.rolinska@glasgow.ac.uk
  https://glasgow.onlinesurveys.ac.uk/graduate-attributes-survey

• Graduate Attributes Symposium to initiate a debate
  • evaluation of current framework – fit for purpose?
  • student engagement at each stage of study cycle
  • accessibility, fairness and inclusivity
  • resilience