

Prof. Gordon Curry – Earth Sciences

GAs Case Study Video Script

YouTube link: <https://youtu.be/hyfhF8uDvoU>

Who are you?

My name is Professor Gordon Curry and I am from the School of Geographical and Earth Sciences. For many years I have been experimenting ways of increasing student awareness of their graduate attributes.

What was the activity and who were the participants?

Students are not very enthusiastic about dedicated non-credit bearing sessions or activities which are not related to their own subjective study, so these activities are met with poor attendances until the last moment when it's too late. To address this issue, I incorporated some discussion about graduate attributes into the lecture programme.

I chose students from Level 2 Earth Science class since they are ideal to work with. While this method is the best way forward, it needs careful management. I had previously introduced students to LinkedIn and extracted some LinkedIn profiles of students at various stages of development, from recent graduates to those who were much more mature and had been working for a longer time.

Why the chosen activity?

In the lecture, I included some information from LinkedIn on graduates who are working in careers linked to the topic of the lecture and explained the range of skills and graduate attributes needed for these roles.

I also extracted a few examples of extra-curricular activities undertaken by these graduates which have increased their skill set/experience/GAs.

Small slot, less than 5 minutes, finished with mention of relevant LinkedIn Groups and our own Alumni group (from which the data had been culled) hoping to stimulate further engagement by the students.

This video script is part of the 'Graduate Attributes – Roadmap for Staff' resource:

<https://www.gla.ac.uk/myglasgow/leads/goodpractice/graduateattributes>

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What worked well?

Incorporating 'Worked well', as long as short and related to topic.

What were the challenges?

Many not work universally, but though to have contributed to better engagement by a larger part of the class in Careers Service sessions in subsequent years.

Would you recommend this to other academics?

I would say that the important points are for GA development to take a long-term perspective (don't try to make changes overnight) and secondly to embed GA development within existing teaching rather than as standalone sessions.