# Simone Boivin – 3MT® Presentation

40% of undergraduates end up in a field, un related to that of their degree. I am one of those students. As someone who has shifted disciplines I find myself constantly relaying on transferable skills. These are skills such as team work, communication, critical thinking, they are general abilities that transcend discipline. The value of
these skills makes it of up most importance that underrate students develop them throughout their education to ensure success after graduation. Now, for students to learn they must want to, they must be engaged and for that to happen we have to understand them, without understanding students how can we ensure that teaching is as successful as it needs to be. In thinking about the importance of understanding our students and the need for better transferable skills education, we must first understand how our students perceive these skills and their development. My research is dedicated to understanding students perceptions to developing transferable skills and more specifically, their attitudes and motivations. We assessed students attitudes and motivations through a survey delivered to undergraduate students in all Colleges, here at the University of Guelph. We found that generally all students have a positive attitude and are motivated towards developing transferable skills in their education.
When asked, their overwhelming majority of students also feel that transferable skills are important and would like to see that reflected in their education.
The two highest reported reasons for why students wanted to develop these skills are employment opportunities and succeeding on the job after graduation. Indicating that if transferable skills are introduced to students in a real world context, students will be more receptive to the education process, leading to better skill development.
Looking at different disciplines, students in science, technology, engineering and math or STEM majors, have lower interests and desire in learning and using transferable skills than non STEM students. STEM students all experience higher anxiety in developing and using
transferable skills, and report putting less effort into the development of these skills. Indicating that we need more focus on transferable skill education in STEM majors. This research lays the ground work for understanding our students in order to create transferable skill education that is effective, impactful and prepares all students for success. Thank you.