

How to develop and implement a skill learning trajectory?

An example of the development and implementation of a learning trajectory for intercultural competence within the bachelor program of environmental sciences.



How to use this tool?

This tool provides colleagues in and outside the Wageningen University with inspiration and ideas of how to develop and implement a skill learning trajectory. With a skill learning trajectory is meant that within different courses within a curriculum the content and activities are aligned around a specific skill, working towards coherent learning goals (see [‘Guideline for the design and implementation of skills learning trajectories’](#).)

In this tool you will find:

1. An example of how a learning trajectory focusing on intercultural competence is developed and implemented within a bachelor study program at WUR.
2. A description of the steps that were taken in these developing and implementing processes that could be used as guidelines for other learning trajectories.

In this document we describe the general steps taken during the process of developing and implementing a skill learning trajectory. Note that these steps are meant as guidelines/inspiration for other skill learning trajectories and are not exclusive. In the frames you will find more detailed information of how these steps were specifically used in the learning trajectory of intercultural competence.

Introduction & Goal

Within WUR, new bachelor skills are formulated that need to be implemented within all bachelor study programs. Concomitantly, the bachelor Environmental Sciences went through many changes the last years, with the most impactful one of becoming an international bachelor program, taught in English. Students of many different countries, having many different backgrounds, need to work with each other in this bachelor. However, not much attention was given to how students should do so. Therefore, within the Comenius Fellowship project 'Learning through dialogue', the goal was set to help teachers and students to become more intercultural competent. To reach this goal, a learning trajectory of intercultural competence was developed and implemented within this bachelor program. Within this learning trajectory, three bachelor skills related to intercultural competence were prioritised, namely Diversity & Inclusivity, Social Embeddedness and Collaboration. In addition, dialogue was put as a central method to implement intercultural competence skills.

Steps

In the following sections, the process of developing and implementing a learning trajectory are described per step taken. These steps could be helpful guidelines for other processes regarding development and implementation of skills learning trajectories. Some of these steps are based on the steps as described in the document ['Guideline for the design and implementation of skills learning trajectories'](#). The difference between this tool and the guideline for skills trajectories is that this tool provides an example of how a skills trajectory could be developed and implemented, meant to inspire others who are in similar processes, while the guideline for skills trajectories is more elaborated and helpful to design and implement (multiple) skills trajectories within a whole study curriculum.

The steps described are:

- Step 1: Status quo and collecting information
- Step 2: Creating an overview and see possibilities
- Step 3: Implementing learning activities
- Step 4: Evaluating the learning activities
- Step 5: Next steps to take

Step 1 Status quo and collecting information

The first step is to gather information about what is already happening at the moment with the aimed skill(s) in the targeted courses of the study program. In what courses is the skill already addressed and how? In the skills guideline is mentioned that a skill could take four different forms within a course: as part of instruction, in a learning activity, during feedback and in assessment. Skills could also differ in if they are really the focus of what should be learned (core skill), if they are more learned in a supportive way to focus on another topic that should be learned (supportive skill) or that the focus is not on the skill, but on something else, such as the learning content, and is more taught implicitly (implicit skill). Also, in the skills guideline is described that students attain certain levels in skills, ranging from 1 till 3. For each skill is described what should be attained per level. It is helpful to collect this information about the aimed skill(s) per course and/or study program and fill in the 'skills profile' as is described in the skills guideline document.

Picture of 'skills profile' as described in the guideline for skills trajectories

SKILLS PROFILE (EXAMPLE)

Determine the skills profile by ticking the appropriate boxes and deciding on the final level students achieve. I = Instruction; L = Learning activities; F = Feedback; A = Assessment.

		Core skills				Supportive skills				Implicitly taught skills			
		What are the core skills of the programme? What skills should every graduate demonstrably possess? What skills are explicitly instructed, trained and evaluated?				What are the main supportive skills? What skills are explicitly addressed within the programme to reinforce other skills, subjects or learning goals in the curriculum?				What are the supportive skills that shape students' development and point of view, but are only implicitly addressed within the programme? What skills are covered but not explicitly taught?			
	Level	I	L	F	A	I	L	F	A	I	L	F	A
Communication													
Academic English	2												
Argumentation	2									✓	✓	✓	
Presenting	3	✓	✓	✓	✓								
Writing	3	✓	✓	✓	✓								
Research													
Research design	2	✓	✓	✓	✓								
Information literacy	1					✓		✓					
Data science	3	✓	✓	✓	✓								
Personal development													
Collaboration	3	✓	✓	✓	✓								
Feedback	2					✓	✓	✓					
Personal leadership	2	✓	✓	✓	✓								
Reflection	2						✓	✓					
Entrepreneurial skills	1						✓						
Responsibility													
Diversity	3					✓	✓						
Ethics	1									✓	✓		
Philosophy of science	1					✓	✓	✓	✓				
Social embeddedness	1										✓		

Also important in this step is to gather information about what is already happening with the skill(s) in the courses via different stakeholders. Think of the following options:

- Talk with/interview the course coordinators
- Talk with/interview teachers of the courses
- Collect information from students and their perceptions
- Gather information that is described in the course manuals and study program

Also see Appendix 1 for some ideas of questions you could ask to different stakeholders to gather information.

What we did

To gather information about how Intercultural Competence (IC) and specifically the skills Diversity & Inclusivity, Collaboration and Social Embeddedness were already present in the courses within the Bachelor Environmental Sciences (BES), we also gathered information from different sources.

First, we decided to start to focus on the most 'core' courses that are related to learning Intercultural Competence in the BES program. We therefore selected five compulsory courses of the bachelor program. These also happened to be courses exclusive to the programme in which students are working on multi- and interdisciplinary projects.

Second, we studied information that was shared in course manuals and study programs, to see what was already mentioned about learning IC and its related skills.

Third, we asked a student to collect information from fellow students of different study years, to ask them what their experience was with learning these skills. The student then wrote a thesis on this topic. This opportunity came by chance, but was a nice way to get more in-depth information.

Fourth, with this gathered input, we planned interviews with the course coordinators of the targeted courses. We discussed if they recognised the gathered information about what is already present in their course relating to the skills and what they thought was needed to improve.

Tip!

Try to connect the development of a skill learning trajectory to other projects and developments within the study program. Often developing and implementing a learning trajectory is not a stand-alone activity and relates to other developments happening at the moment. Try to get colleagues of these other projects involved and ask them for ideas and input.

In our development process, we also connected our project with a curriculum redevelopment project happening within the same study program. Also, we established a project group consisting of fellow colleagues with different expertise to think along during this development of the learning trajectory.

Step 2 Creating an overview and seeing possibilities

When the necessary information is gathered about what is happening at the moment with the aimed skill(s) in the courses, it is time to create an overview of this gathered information. This is a quite challenging task, since every course program is unique and has its own focus and topics. First, try to summarise and see where information of different sources is overlapping. Then, it helps to create an overview as initiated with step one per course in a skills overview. Put these overviews together to create a total picture. Also see Appendix 2 for a table that might be useful to create such an overview.

In addition, try to create a global overview of what the learning trajectory should look like over the whole bachelor program timewise. Within this timeline, note the learning goals for each skill in each course. In addition, note the skill levels that should be attained within each course relating to these goals, to get more of an overview how the development of the skill looks like in the study program. Ideally, the attainment levels of the skills will increase over time and this should be notable in the overview. See Appendix 3 for a figure that might be helpful to create such overview.

Try to make a difference between what is happening now and what are shared opportunities for improvement. For example, by analysing if the intended skill learning goals and attainment levels as described per course are reached by students in practice. Is there a gap between what is attained for and what is gained in reality or not? If helpful, summarise this information per course in some key statements.

What we did

After we collected enough information relating to learning IC through the three skills in the targeted five courses, we started to make an overview.

First, we summarised the key findings that were mentioned and searched for overlap and difference between the information from different sources. We described these key findings in what happened at that moment and what was shared as an opportunity for improvement. Since we focused on three separate skills that related to IC, we summarised these key findings per skill and put this in a schematic overview.

For example, what we found relating to the skill of Diversity & Inclusivity was that students and teachers all felt a need to pay more explicit attention to learning this skill. Especially by using forms of dialogue as method. We concluded that in some courses, there were already some conversations happening touching upon Diversity and Inclusivity, but they could be better structured and better guided.

Second, we created an overview by filling in Figure 1 (see Appendix 3) to see what we were aiming for, for students to reach in skill level in each course. We concluded that it seemed most logical to let students attain level 1 in courses in the first period of the first year, attain level 2 in the courses at the end of the first year and start of the second year and attain level 3 in courses at the end of the second year.

Step 3 Implementing learning activities

By finishing the previous step, opportunities have arisen for improvement relating to learning the skill(s). The opportunities for improvement are the starting points to begin the implementation of new activities in the courses to learn the intended skill(s). For each new activity that is developed it is important to try to connect the activity to the learning content. Where possible, make the activity part of the already existing course program and learning content, without making it an extra thing. The activity could, for example, include a different method to learn the same content, having a different focus.

When designing a new activity, it is important to think about the learning goal for students relating to the skill and the goal of the activity: what should students learn/develop/improve in the intended skill? What level is aimed for? How are students going to reach and show that? Also keep in mind what form the activity gets to learn the skill. Is it a new form of instruction, learning activity itself, feedback or assessment? The activity could, of course, include more or all these elements. Lastly, it is also important to think about if the activity has the goal to explicitly learn the skill or to learn it more in a supportive or implicit way.

Since every course has its own specific learning content and setup, it is impossible to provide a blueprint for designing learning activities. However, there are many sources that provide inspiration in learning activities, see Appendix 4. Also see Appendix 5 for some examples of powerpoint slides to use in courses to make the learning of the skill(s) more transparent for students.

Tip!

Help connect course coordinators/teachers to colleagues with the expertise that they need. As project manager, try to monitor what course coordinators/teachers are thinking of to change in their course and what questions they have. Connect them to colleagues that could help them, for example colleagues who are already involved in the project via the project group or relating projects.

What we did

Below, we describe some nice examples of changes in learning activities that happened within our project.

Within a course in the first period in the first year, a small workshop relating to Diversity & Inclusivity was designed and implemented. The goal was, since students for the first time are together in a study group, to make students more aware of the diversity present within their study group and how that influences your own and others' perceptions, for example in norms and values.

Within another course that is planned in the second half year of the first year, a teacher of the course implemented a dialogue method to let students have a conversation about environmental justice. By using dialogue methods, the learning activity was well structured and guided. Students learned to listen and think about their own and other perspectives in this discussion.

In a course at the end of the second year, students were stimulated to have dialogues in which they had to step into another's shoes. In this case, students had to try to take the perspective of a stakeholder in nuclear energy. The goal was to let students reflect on environmental challenges from different viewpoints, other than their own and learn that often environmental challenges are complex to resolve and ask for more than one solution.

Step 4 Evaluating the learning activities

A very important step to take next is to evaluate the newly implemented activities. When evaluating these activities, it is important to include the viewpoints of different stakeholders. Think of evaluations of teachers, student assistants, students and also external stakeholders, such as internship mentors or clients.

Evaluation could take different forms and be used at different moments. When the learning activity is evaluated during the activity itself, for example to steer the activity to another direction or to provide more help/input during the activity to help students, the evaluation is more formative. When the activity is evaluated at the end of the course, when all learning is done, the evaluation is more summative, for example when students are asked for feedback on the activity in an evaluation form at the end of the course.

Some ideas for evaluation, that could be used in both formative or summative ways, are:

- Including some questions on how students experienced the activity and what they learned relating to the skill(s) in the (online) student evaluation form (PACE). Please note that in PACE you can now select questions about skills you want to evaluate and insert them easily in the student evaluations.
- Having a feedback discussion about the implemented activity with students (and lecturers).
- Ask students what they learned from the activity, for example in a dialogue, exit ticket or asking them when walking by.
- Let students provide tips and tops about the activity.
- Reflect with teachers in a small interview/focus group on how the development and implementation of the activity went and how they would improve it the next time.

What we did

Relating to the previous mentioned activities, each activity was evaluated in its own way.

The first course mostly evaluated the Diversity workshop by asking students specifically about how they improved or did not improve in the three targeted skills at the end of the course. Questions were included in the evaluation form, asking them for example “Did you improve your skill of Diversity & Inclusivity during this course and if yes, how?”.

The second course evaluated the activity by letting students first reflect on the activity and what they learned by themselves, and let them note this on a paper. Then a group discussion was started in which was discussed how students experienced the activity and if they had tips or tops for improving the activity.

The last course evaluated the activity by walking by the groups when they were doing the activity to see how students were doing. Teachers and teacher assistants asked the students if they were stuck or were getting along and how they could help them. Teachers also noted that students found it quite difficult to step into another’s shoes without thinking about their own opinions and values. This indicated the necessity to explicitly learn Intercultural Competence.

Step 5 Next steps to take

Of course after evaluation, steps for improvement will be indicated. Also, improvements for the learning trajectory will pop up. In this step, these actions for improvement should be followed up. The first developed learning trajectory could be adjusted as seems fit. Activities could be further designed based on the provided feedback. And last, but not least, other next steps, such as how to assess the development of the learned skills, could take form.

Appendices

- Appendix 1: Interview/focus group questions for different stakeholders
- Appendix 2: Table to create an overview of skills present in courses
- Appendix 3: Figure to help create a skill learning trajectory
- Appendix 4: Examples of learning activities
- Appendix 5: PPT slides for teachers to use in courses

Appendix 1 Questions to ask to different stakeholders

Questions to ask to course coordinators/teachers:

- How is the skill/are the skills at present in the course at the moment?
- What parts of learning the skill(s) would fit in the course?
- What could be adjusted/added in the course to implement (parts of) the skill(s)?
- What do you miss right now in the course related to the skill(s)?
- Could you think of an example of a learning activity that could be used to implement the skill(s) in the course?
- What kind of methods/activities/assignments would fit the course to implement the skill(s)?
- What kind of support do you need to further improve implementation of the skill(s)?
- What kind of support do teachers need to implement the skill(s) in the course? Is teacher training valuable do you think?

Questions to ask to students:

- Thinking back on your previous courses What skills did you learn?
- To what extent did you learn these skills? (a little - a lot)
- How did you learn these skills? (which learning activities contributed to developing this skill?)
- What learning activities could improve this/will help learning this?
- How do you expect to further develop these skills during the bachelor program?

Appendix 2 Table to create an overview of skills present in courses

Table 1




Overview of the skill(s) in the selected courses

Course	Skill(s) Goals	Instruction	Learning activity	Feedback	Assessment

Appendix 3 Figure to help create a skill learning trajectory

Figure 1

Intended learning trajectory of the skill over time

Skill		
Course(s)	Course(s)	Course(s)
 Level 1	 Level 2	 Level 3
Level description (what students should learn in learning goals and attainment levels)	Level description (what students should learn in learning goals and attainment levels)	Level description (what students should learn in learning goals and attainment levels)

Appendix 4 Examples of learning activities

These learning activities were gathered as ideas related to learning intercultural competence, however they might also be useful to learn other (related) skills. There are many more ideas to implement certain skills, see for example [the Library for Learning](#).

Collaboration

Learning Activity Title	Description	Links/persons to go to
Role plays	<p>Have a dialogue about the effect of the role plays</p> <p>Play out a case situation/exercise different roles with multiple cultural perspectives and with relevant content fitting the course. You could also observe a movie in which roleplaying occurs and reflect on it.</p> <p>Or let students share encounters they experienced to play out.</p>	<p>Journal Article</p> <p>Journal on Role Playing</p>
Name game	<p>Learning each other's names with a game to create a safer space to collaborate and bond better with each other. Students could also search for things they have in common with a game. For example as an icebreaker.</p>	
PDCA cycle	<p>Plan – Do – Act – Check, the Shewhart cycle.</p> <p>You can use this model to let students monitor their group process.</p>	<p>https://asq.org/quality-resources/pdca-cycle</p>
Belbin Test on group roles	<p>With the Belbin test you can find out what team role fits best for each person in a group. You can then make a group presentation to identify strengths and weaknesses of the group.</p>	<p>https://www.belbin.com/about/belbin-team-roles</p>

Group contract	In a group contract the students together make a plan and set up some 'rules' that guide them during group work. In the contract students note the division of roles and their wishes of how to collaborate (about being on time etc.). Students make a group contract at the start of a course and use the contract to evaluate their collaboration during the process. In the group contract you can also use some of the fundamental principles of ethics to raise students' awareness of what it means to "work/learn" with others. The WUR template for ethics is a bit vague, but it can be explored	For an example look at the BBC program of WUR.
Team building exercise building on boundary crossing learning mechanisms	The assignment may help mixed teams (of students) to get their teamwork started, share their shared goals, expectations, and discuss opportunities for boundary crossing.	https://edusources.nl/en/materials/!4!oai:library.wur.nl:!4!%2F11599

Other ideas:

- Start each group project with a dialogue on **previous experiences**
- Tips to further explore: Check a video about [collaborative learning](#) or more information about [cooperative learning](#).

Diversity & Inclusivity

Learning Activity Title	Description	Links/persons to go to
Lewis' Deep Democracy	Deep democracy is a form of having a dialogue with each other to reach consensus in a group problem with consideration of all viewpoints. It has many little intervention possibilities. An important part of it is standing next to a minority viewpoint and asking more to understand it.	https://www.lewisdeepdemocracy.com/
Hofstede's Cultural Dimensions	The cultural dimensions are six dimensions on which cultures could be compared. While the datasets are based on a large group per country, the insights could help students of different cultures in groupwork as well. For example, students could see for themselves where they stand on the six dimensions, making differences between students based on their culture clearer.	https://www.hofstede-insights.com/models/national-culture/
Standing/step in each other's shoes activity	Explicitly asking students to view a problem from the perspective of someone from a different practice (in this case another culture, but can also be another external stakeholder or disciplinary perspective). You use cases with examples of problems/dilemma's. Learning to take other perspectives.	

Interviewing	Let students interview each other (in pairs) on their own (cultured) programming.	
Social Identity Wheel	The Social Identity Wheel is a tool that asks students to fill in what identities fit them best and discuss this. Reflection questions help them further identify what identities are most important for them.	https://sites.lsa.umich.edu/inclusive-teaching/social-identity-wheel/
Deep-listening/Listening levels of Otto Sharmer	There are more levels in listening than just one. To practice deeper levels of listening, students have to practice. Deep listening could help and could be practiced on a course topic. Exercise and reflection are important.	https://www.youtube.com/watch?v=eLfXpRkVZaI https://www.youtube.com/watch?v=RliSOmR1Xtc https://atctools.org/wp-content/uploads/toolkit-files/deep-listening-survey.pdf

Other ideas

- **Check sources** used in the course and let students respond if they feel related to it.
- Let students come up with **examples** (on the course topics, for example energy transition, the meat chain etc.) from the country they are raised in.
- Asking students to **share experiences** of their country of origin. Inviting students to learn from each other.
- Explicitly asking students to express their **cultural perspectives** on a course topic/case (like how would 'your country' deal with...)
- During lectures position the **theories and concepts** taught and acknowledge that the Western perspective used is not the only one or better one.

Social Embeddedness

Learning Activity Title	Description	Links/persons to go to
Community Engaged Learning	Community Engaged Learning could help students, teachers and external partners to comprehend and work together on societal issues. The toolbox designed by UU has many ideas of how to integrate CEL.	https://cat-database.sites.uu.nl/knowledge_item/toolbox-community-engaged-learning/
Transitions Oriented Toolbox	Designed by EWUU. This toolbox has packages of learning goals, activities and assessments to help students learn to shape societal transitions. The learning goals are based on the inner development goals.	https://transitionmakers.nl/
Interview questions	Let students prepare interview questions that explicitly ask for the perspective of a societal partner before they go on study visits.	
Stakeholder analysis	Let students make a stakeholder analysis to understand stakeholder perspectives.	https://edepot.wur.nl/563355
Multi-stakeholder partnerships tool	As teacher the guide helps you how you could facilitate stakeholder dialogues in the programme or how students could do this. If you would like to embed this in your course.	https://mspguide.org/ MSP guide included many ideas on how to foster / facilitate multi stakeholder collaborations

Other ideas

- The boundary crossing toolbox includes many examples of learning activities that would be relevant for social embeddedness (learning with external stakeholders/societal partners) and diversity/cultural boundary crossing. See <https://search.edusources.nl/communitys/boundary-crossing/>

All three skills

Learning Activity Title	Description	Links/persons to go to
BC Toolbox groupwork	Examples of reflective questions referring to valuing/seeing learning from other perspectives.	https://edusources.nl/en/communities/bbea1a92-df4e-40d4-b052-6b8c183d0028/
De Bono's 6 thinking hats	Six roles, represented as hats, that guide the thinking and creating process during groupwork.	https://www.debonogroup.com/services/core-programs/six-thinking-hats/
Journaling	Let students write in a flow in silence by answering questions and talk about the answers afterwards.	https://www.teachervision.com/writing/journaling
Self-assessment	Doing student self-assessment using a rubric plus setting personal learning goals. At the end of the year have a reflective group meeting on the development	
Talking Stick dialogues	Use when asking clear questions on any topic. A student who has the Talking Stick is the one who is talking until the person is finished. Others may only ask clarifying questions.	https://www.wur.nl/en/value-creation-cooperation/collaborating-with-wur-1/in-dialogue-finding-answers-together/wageningen-dialogues/getting-started-with-dialogues/tools-and-examples.htm
Deep-listening/Listening levels of Otto Sharmer	Explain listening levels. There are more levels in listening than just one. To practice deeper levels of listening, students have to practice.	https://www.youtube.com/watch?v=eLfXpRkVZal https://www.youtube.com/watch?v=RliSONR1Xtc

	Deep listening could help and could be practiced on a course topic. Exercise and reflection are important. Have a content dialogue afterwards.	https://atctools.org/wp-content/uploads/toolkit-files/deep-listening-survey.pdf
Success factors of ACT	Article of Valentina Tassone (2022). Also gives handles for effective group work and working for societal barriers.	https://www-emerald-com.ezproxy.library.wur.nl/insight/content/doi/10.1108/IJSH-E-01-2022-0014/full/html
Inner feedback – Nicol & McCallum (2022)	Make use of inner feedback. Ipsative feedback design. Make this explicit for your development.	https://www.tandfonline.com/doi/pdf/10.1080/02602938.2021.1924620?needAccess=true
Dialogue navigator	Helps to find the right dialogue method to use in the course.	https://www.wur.nl/en/value-creation-cooperation/collaborating-with-wur-1/in-dialogue-finding-answers-together/wageningen-dialogues/getting-started-with-dialogues/dialogue-navigator-tool.htm
Imbed Culturally Responsive Teaching	<ol style="list-style-type: none"> 1) Recognizes the rich and varied cultural wealth, knowledge, and skills of diverse students 2) Seeks to develop dynamic teaching practices and multicultural content, with multiple means of assessment 3) Nurtures students' academic, social, emotional, cultural, psychological, and physiological well-being 	

















	<p>4) Involves support and input from peers, students in different years, alumni, community members</p> <p>5) Puts learning in context for students who can connect a topic to their current lives or community</p>	
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Other ideas

- At the start of the tutorials **make the skills explicit** that the students will practice (by showing icons, and perhaps the minimal expected level).
- Make a **ppt slide** for every course to add to each presentation of each skill and use some symbols. So students recognize the trajectory.
- Check the ratio of **introverts and extraverts** in class to better plan for dialogue.
- New **boundary crossing course** is being developed (6 ects) at master level to support learning across practices in challenges
- Be clear on a separation of **phases in conversations** of a certain topic. Dialogue – debate – skillfull discussion. Deepen (sharpen) converge. As to include more perspectives.
- First **train teachers!** Experience – know – value of dialogue, diversity and inclusion.
- **Guideline documents** for groupwork.
- Start awareness of **own listening habits and or expression habits** (for example dialogue blockers inventory list).
- Tips to further explore: International Journal for Students as Partners (IJSP), Transition Makers Toolbox (UA), Edutopia.org

Appendix 5 PPT slides for teachers to use in courses

Slide 1




Pictograms			
Skill	Pictogram	Skill	Pictogram
Academic English		Research	
Argumentation and reasoning		Information Literacy	
Presenting		Data science	
Writing		Entrepreneurial skills	
Collaboration		Diversity & Inclusivity	
Feedback		Philosophy of science	
Personal Leadership		Practical ethics & Dilemma's	
Reflection		Social embeddedness & impact	

This slide shows the pictograms used for the 16 WUR bachelor skills.

The idea is to copy – paste the pictograms of the skills that are part of your course to use in your course guide and/or lecture slides.

Slide 2

Skills learning goals

Skill	Learning goal	Level
	<ul style="list-style-type: none">- Describe learning goal/outcomes/criterion 1- Describe learning goal/outcomes/criterion 2	L1/L2/L3
	<ul style="list-style-type: none">- Describe learning goal/outcomes/criterion 1- Describe learning goal/outcomes/criterion 2	L1/L2/L3
	<ul style="list-style-type: none">- Describe learning goal/outcomes/criterion 1- Describe learning goal/outcomes/criterion 2	L1/L2/L3
....	<ul style="list-style-type: none">- Describe learning goal/outcomes/criterion 1- Describe learning goal/outcomes/criterion 2	L1/L2/L3

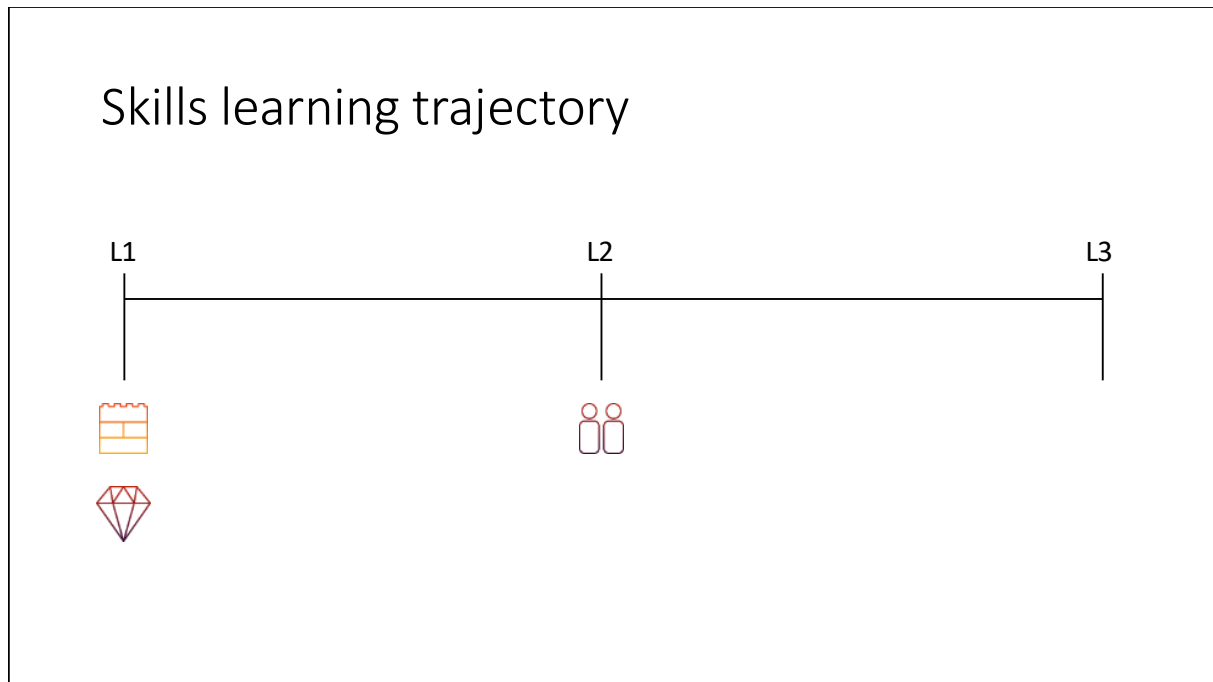
This slide could be used f.e. in the course slides.

The pictograms used in this slide are an example of pictograms you can use.

In the learning goal column, you can describe per skill the learning goal(s).

In the right column, you can select the skill level the students need to achieve during the course (see Skills Guidelines).

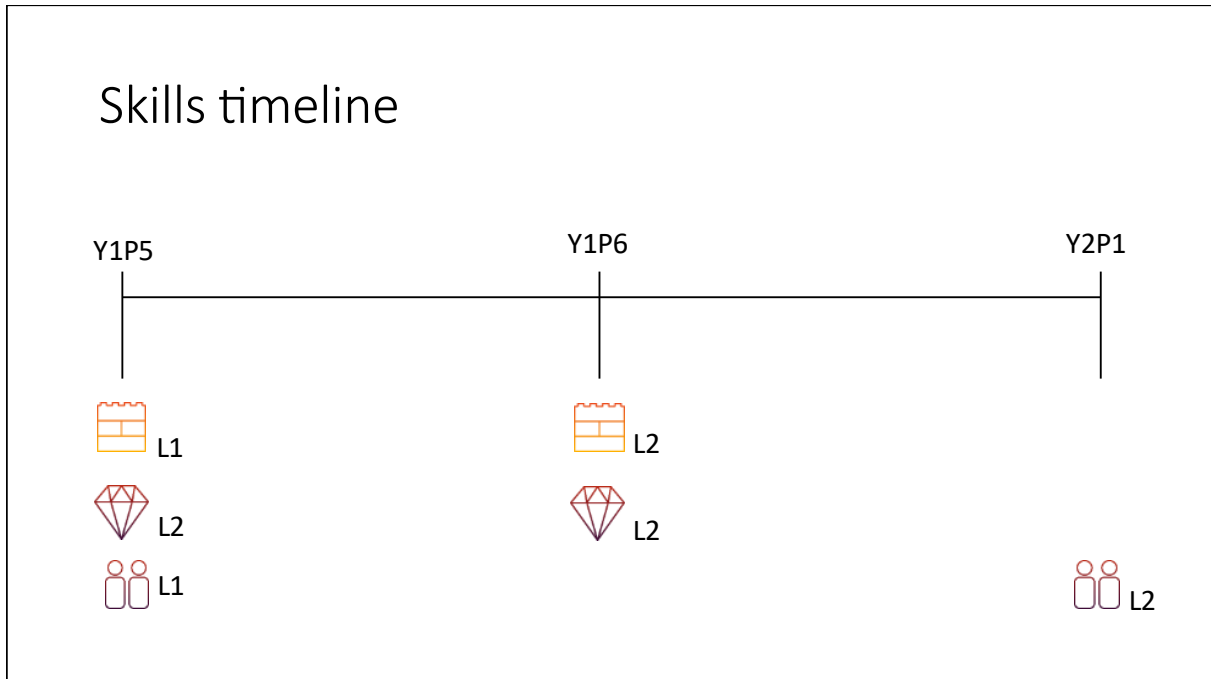
Slide 3



L = Level. This slide could be used to create an overview of the skills that are part of the course and what level students are expected to reach with the skills in the course.

The used pictograms are an example and can be changed.

Slide 4






L = Level. This slide could be used to create an overview of what skills students developed in the previous time period, will develop in this period and what will follow in the next period. The slide thus gives an overview of skill development *through* different courses and time.

The used pictograms are an example.

Slide 5

Skill elements

Skill	I	L	F	A
	X	X		
	X	X	X	X
			X	X
...				




I = Instruction, L = Learning activities, F = Feedback, A = Assessment

This slide can be used to show students what elements per skills will be included in the course.

The pictograms are examples. For example, the slide now shows that the skill 'collaboration' includes instruction and a learning activity, but will not be provided with feedback nor assessed.

Slide 6

Course content & skills

Skill	Course content (Learning activities &/assessment)	Learning outcomes/criteria	I-L-F-A
	[Describe the course content related to the skill.]	[Describe what students have to show in learning/what criteria will be used to assess them.]	
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...	[Describe the course content related to the skill.]	[Describe what students have to show in learning/what criteria will be used to assess them.]	

I = Instruction, L = Learning activities, F = Feedback, A = Assessment

This slide can be used to create an overview of how the skills are integrated in the course and how students will be evaluated. In the second column, you describe the course content in which the skill will be included. In the third column, you describe what students then have to show in learning/behaviour that shows that they are using/developing the skill. F.e. with success criteria. The pictograms are examples.