

Ready for Work? Students' and Working Adults' Views about the Career-related Skills Learned at College
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In 2012, Randy Bass of Georgetown University wrote an article in which he indicated that students often see little value in the assignments and activities they complete for college and university courses. In contrast, he argued that co-curricular experiences (e.g., paid and volunteer work, involvement in clubs and sports teams) are viewed by undergraduates as being critical to deep learning because they supply opportunities to apply knowledge and practice important transferable skills.

In this presentation I explore evidence that bears upon Bass' claim, and make a case for why his concerns should be taken seriously. Using data from a variety of samples (including a large US sample obtained from Amazon's Mechanical Turk), I'll also build an argument to explain why Bass might be right, and what instructors can do to ensure that students understand the value of course activities and assignments in building skills that are valued by employers.