

SUPPORTING THE DEVELOPMENT OF GENERIC ACADEMIC SKILLS DURING MASTER'S DEGREE STUDIES



Examples of generic skills to be integrated into discipline-specific studies

<i>Generic academic skills</i>	1st year	2nd year
Identification and management of personal expertise	<ul style="list-style-type: none"> Lifelong learning skills Taking responsibility for their own studies Assessing personal coping skills, stress management and wellbeing Identifying and making visible personal prior learning Advancement paths, career options and perceiving future goals 	<ul style="list-style-type: none"> Preparedness for continuous learning Independent approach to work Managing the thesis writing process Maintaining their own wellbeing Describing and communicating their own skills, job-seeking skills Career planning and setting of future goals Maintaining and developing their own skills
Communication, interaction and collaboration skills	<ul style="list-style-type: none"> Groupwork and interaction skills, skills in constructive interaction Negotiation skills Skills in written, oral and digital communication Presentation skills 	<ul style="list-style-type: none"> Cooperation and management skills Project work skills Negotiation skills Skills in written, oral and digital communication Performing skills
Scholarly and ethical thinking	<ul style="list-style-type: none"> Academic writing skills Critical evaluation of information Argumentation skills Skills for applying information Research ethics and ethical behaviour Sustainable and responsible activities 	<ul style="list-style-type: none"> Advanced academic writing skills Critical evaluation, adaptation and use of information Argumentation skills Innovation and creativity, problem-solving and decision-making skills, taking into account values, principles and objectives related to sustainability and responsibility in problem-solving and decision-making. Research ethics and ethical behaviour Sustainable and responsible activities
Systemic thinking	<ul style="list-style-type: none"> Developing systemic thinking Identifying the impact of their own sector on sustainability through the operation of different systems 	<ul style="list-style-type: none"> Systemic thinking skills, such as the review, analysis and evaluation of the structures and dynamics of complex systems
Futures thinking	<ul style="list-style-type: none"> Developing futures thinking Identifying personal prior learning in tackling future sustainability issues 	<ul style="list-style-type: none"> Futures thinking skills, such as the production of alternative scenarios and their critical evaluation
Strategic thinking and agency	<ul style="list-style-type: none"> Developing strategic thinking and action Identifying prior learning, opportunities for action and roles in promoting sustainability change 	<ul style="list-style-type: none"> Skills in planning, assessment and implementation of experiments, interventions, transitions or change supporting sustainability



Tools for developing generic academic skills during university studies: PSP, studies in career orientation and expert identity, portfolio work and reflection of personal skills, HowULearn surveys
 The development of generic academic skills continues throughout the studies and in accordance with the concept of continuous learning in working life.

Targeted learning outcomes related to generic academic skills to be integrated into discipline-specific studies*

<i>Generic academic skills</i>	1st year	2nd year
Identification and management of personal expertise	<ul style="list-style-type: none"> • Identifies their own styles of learning and knows how to use this knowledge • Knows how to take initiative and act responsibly • Knows how to plan, implement and guide their own studies • Knows how to assess factors affecting their wellbeing and identify personal resources • Knows how to describe and document personal expertise • Identifies personal development targets and knows how to develop themselves appropriately in relation to them • Knows how to communicate their skills, strengths and interests • Knows how to consider their hopes for the future and identify various career paths 	<ul style="list-style-type: none"> • Is aware of their own ways of learning and knows how to use this knowledge in various contexts guided by their own learning and activities • Is able to work independently in demanding expert duties in the field or as an entrepreneur • Knows how to independently design and implement an academic thesis and its various stages • Knows how maintain their own wellbeing and regulate their own resources • Knows how to communicate their skills, strengths and interests to people within and without their own field and when applying for jobs • Is aware of where their own expertise can be utilised • Understands the importance of continuous learning in future working life • Is aware of personal development targets and knows how to continuously develop their own skills
Communication, interaction and collaboration skills	<ul style="list-style-type: none"> • Knows how to assess the activities of a group and their own/others' role in it • Knows how to assess and reconcile different opinions, perspectives and starting points in a group • Is able to work empathically and compassionately with a range of individuals • Knows how to act and negotiate in diverse groups • Knows how to communicate fluently verbally, in writing and digitally on issues related to their own field to audiences in the field and outside of it • Is able to communicate using the second national language of Finland and to engage in international communication in their field in at least one foreign language • Knows how to give smooth presentations 	<ul style="list-style-type: none"> • Knows how to manage/direct the activities of a group in a responsible manner • Knows how to plan, implement and lead project work • Knows how to negotiate in a goal-oriented and constructive manner in different situations with different people • Knows how to discuss values, principles and goals related to sustainability and responsibility constructively and is able to engage in dialogue • Is able to work and collaborate with people from different fields and with various stakeholders • Is well-versed in verbal, written and digital communication aimed at audiences both in the field and outside of it • Is capable of demanding international communication and interaction in demanding expert duties in the field
Scholarly and ethical thinking	<ul style="list-style-type: none"> • Is able to argue their conclusions • Knows how to critically evaluate information and sources of information • Knows how to produce academic texts in their field • Knows how to apply what they have learnt in various situations • Knows how to take ethical issues in research into account and act ethically • Knows how to act in a sustainable and responsible manner and evaluate activities from the perspective of sustainability and responsibility 	<ul style="list-style-type: none"> • Knows how to argument logically and convincingly using research literature • Knows how to critically use and correlate different sources of information • Knows how to write correct and good academic text • Knows how to apply and make creative solutions and decisions to solve complex problems in various contexts • Knows how to consider values, principles and goals related to sustainability and responsibility in solving complex problems in various contexts • Appropriately utilises previous research, concepts, theories and material available in their field in accordance with good scientific practice

Targeted learning outcomes related to generic academic skills to be integrated into discipline-specific studies*

<i>Generic academic skills</i>	1st year	2nd year
Systemic thinking	<ul style="list-style-type: none"> Knows how to analyse and evaluate complex systems in their field as well as their characteristics, such as structures, dynamics, various scale levels, temporal change or complexity 	<ul style="list-style-type: none"> Knows how to analyse and evaluate complex systems and their characteristics, such interactions, structures, dynamics, various scale levels and temporal change as well as complexity in their own field and across scientific boundaries
Future-oriented thinking	<ul style="list-style-type: none"> Knows how to apply different methods for building future scenarios in questions related to their own field Knows how to describe and examine how their own expertise can be used in the future to resolve complex issues such as those related to sustainability 	<ul style="list-style-type: none"> Knows how to analyse and evaluate alternative future scenarios, identify and question the assumptions of existing operating models, and build alternative future scenarios relevant to complex issues such as those related to sustainability
Strategic thinking and agency	<ul style="list-style-type: none"> Knows how to describe and examine how their own expertise can be used to promote the sustainability transformation Knows how to apply various methods for carrying out experiments, interventions, transitions or changes in their own field 	<ul style="list-style-type: none"> Knows how to identify possibilities for action and roles in issues related to their own field, such as sustainability issues Knows how to design, evaluate and implement experiments, interventions, transition or change in complex issues, such as sustainability issues