

3B Using LinkedIn to frame the student journey and increase engagement with graduate attributes

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Staff across the four colleges undertook an eight-month Learning and Teaching Development Fund project to explore the effectiveness of using LinkedIn (LI) as a way of increasing student engagement with the development of their graduate attributes (GA). This presentation will share the project findings and preview self-study e-learning resources that can support students in their development of GA through focused LI profiles.

By employing LI as the medium for student reflections on their GA development, the aim of this project was to engage a broader cross-section of the student population than that hitherto reached by more traditional GA-focused initiatives.

As the largest global online professional networking tool currently in use, LI offers an easily recognisable, sophisticated and attractive tool that connects students to a broader professional world outside the University. As a result, LI offers an immediate strategic benefit to students who use it to reflect on, record and plan their engagement with the wide range of personal and professional development activities available to them during their time at university.

Increasing student reflection on their development of key skills and attributes through LI aligns directly with the University's priorities of promoting new technology-supported, pedagogical approaches that enhance the student learning experience. Similarly, promoting and supporting the process of personal reflection on their development of GAs explicitly supports the strategic aim of developing critical thinking through personalised learning.

The student participants who helped produce exemplar LinkedIn profiles for this project were drawn from all four colleges and a wide range of subject areas. As a result, the materials developed by this project will be transferable and applicable to all areas of the University and its diverse student population.