PREFER WORKSHOP

Professional Roles and Employability for Future Engineers

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Schedule

› Introduction
› Hands-on activity
› Discussion
PREFER project

Professional Roles and Employability of Future Engineers

TU Delft

KU Leuven

Dublin

Siemens

KIVI

Engie

Tein

AGORIA

ESB

Engineers Ireland

BDO

SEFI

PREFER

www.preferproject.eu
PREFER mission

This knowledge alliance project aims to **reduce the skills mismatch in engineering** by equipping engineering graduates with more adequate tools to get a grip on the complex engineering reality.
Project deliverables

1. **A Professional Roles Framework** suitable for the European labour market

2. **Engineering-tailored tests** to make students aware of their own strengths and interests concerning their professional competences

3. **New curriculum elements** that focus on the acquisition of a particular set of professional competences
Development of new curriculum elements

- Help I’m being interviewed
- Chinese whispers with a Twist
- Innovation Bootcamp
- Reflection

Communication skills

Innovation skills

Teamwork skills

Lifelong learning skills

Open access
Chinese Whispers with a Twist

Communication skills

Presentation/Descriptive skills

Listening skills

Questioning/answering skills
Chinese Whispers with a Twist

› Form groups of 4-6 people
Chinese Whispers with a Twist

› Permitted equipment:
  1 sheet of paper per person
  1 pen per person
  1 handout per person
  1 case of coloured pencils per group (for role C)

› No passing/showing notes
Chinese Whispers with a Twist

Rules

Group

Role A
- Have access to an image during 10 min (B and C not in the room)
- Can only describe verbally the image to B in 2 min

Role B
- Receive the verbal description (2 min)
- Cannot ask questions to A
- Can only respond verbally to role C during 10 min

Role C
- Can only ask questions to B for 10 min
- Have to draw the image given to A (2 min)
### Chinese Whispers with a Twist

#### Rules

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<th>Role A</th>
<th>Role B</th>
<th>Role C</th>
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Reflection on activity

› What did you learn from the activity?
› How was your communication within the role and from one role to the other?
› How was the performance of the group in general?
› Did you have a plan/strategy to describe image, to reply to questions, to make questions or to draw the image?
› Did the group manage the time?
› Did you all participate actively?
Questionnaire

› Fill in questionnaire
Discussion

› What is the value of this activity to students?
› How can it be used to develop students communication skills?
› How could you integrate it into your engineering courses?

› Do you want to collaborate and use this activity in your curriculum? Let me know!
Experiences of previous implementers

› Sofie Craps, PhD researcher KU Leuven
› Darren Carthy, PhD researcher TU Dublin
› Calvin Rans, Assistant professor TU Delft
Thank you for your participation!

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