



Student Experience on the Development of Transversal Skills in University Studies

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Abstract. The Bologna Process envisioned the idea of the development of transversal skills in the course of higher education. Recent research on education acknowledges the fact that higher education including university studies is already facing the turn towards inclusive transversal skills development. The current research focuses on the development of student transversal skills in university studies. It is aimed at the investigation of the phenomenon of the development of student transversal skills in university studies. The objective of higher education covers more than simply employability of graduates although employment outcomes are important. Higher education is a versatile process, which provides students with the possibilities to develop their knowledge, skills, attitudes in order to enable them to actively participate in the wider society by being involved in active citizenship and successful professional careers. Our research reveals that the development of transversal skills depends on both internal personal characteristics and external social factors including colleague influence, exchanging ideas and also institutional impact. The research participants also reveal their perception that their transversal skills are substantially improved on their university studies; however, they also stress their perceived needs for developing certain transversal skills which are necessary in professional work life, such as communication and foreign languages, ability to apply innovations and creativity, analytical skills and critical thinking, learning to learn and time management.

Keywords: *transversal skills, university studies, phenomenological research, development; interview.*

Introduction

The idea of the development of transversal skills in the course of higher education has persisted since the beginning of the Bologna Process. It is acknowledged that such skills should become a part of the learning outcomes and that students are expected to acquire them during their studies in higher education. Since 1999 the Bologna Process has defined the explicit learning outcomes in higher education and started the process of promoting the development of transversal skills such as communication, teamwork, problem-solving, etc. It has been related to the employment outcomes of graduates of higher education and has been in the focus of policymakers and higher education institutions.

The object of the research is the development of student transversal skills in university studies.

The aim of the research is to investigate the phenomenon of the development of student transversal skills in university studies.

The objectives of the research have been setting as follows: to present a theoretical background of the development of student transversal skills in university studies; to describe the lived experience of the research participants in a structural way; to disclose what aspects of their experience reveal the elements that influence student transversal skills development in university studies.

Theoretical background

Pedagogy combines the philosophy of education and the psychology of education. The activity of a teacher is directed towards the positive modification of a learner's knowledge and behaviour. The purpose of teaching is individual learner's autonomy- his or her ability to understand and to consider the values and norms of society and to make intelligent decisions about how best to live in the world, to develop oneself and to be a good citizen. Therefore, ever since the writings of Plato and Rousseau to the writings of Scheffler (1989) in recent years the emphasis on autonomy has meant that successful teaching is the inculcation of rationality in the individual learner. Pedagogy may be viewed best from the perspective of the philosophy of education, as philosophy is concerned with the key question- what does a person need to learn and know to be good whatever he or she is being prepared to be. According to Dewey (1916), the ultimate purpose of education in the Western tradition is to improve humanity by improving both the mind of the individual and the harmony of society. The development of transversal skills and learner's autonomy is a vital goal of education from the perspective of pedagogical philosophy.

The theoretical overview of the phenomenon of the development of transversal skills in university studies focuses on the conceptual framework of transversal skills and the importance of the development of transversal skills in university studies revealing

the necessity to research the phenomenon of the development of transversal skills in university studies as there are still unexplored research areas there. Higher education including university studies is already facing the turn towards inclusive transversal skills development. As it is set in the recommendations of the European Parliament and of the Council in 2006, transversal skills are necessary “for personal fulfilment, active citizenship, social inclusion and employment as they are essential in knowledge society” (Recommendations of the European Parliament and of the Council, 2006). According to the definition set by the European Parliament, transversal skills refer to a number of important competencies that can be learned and that everyone requires to successfully adapt to changes and to lead meaningful and productive lives. The recommendations encompass eight key skills:

1. Communication in the mother tongue;
2. Communication in foreign languages;
3. Mathematical competence and basic competences in science and technology;
4. Digital competence;
5. Learning to learn;
6. Social and civic competences;
7. Sense of initiative and entrepreneurship;
8. Cultural awareness and expression. (Recommendations of the European Parliament and of the Council, 2006)

Transversal skills are also embedded in the European curriculum vitae, which includes a section on acquired personal skills and competences not necessarily covered by diplomas and certificates. Such skills include social skills, which reflect personal abilities in communication and teamwork, organizational skills related to the ability of coordination of work and projects, digital skills and transversal skills that reflect professional behaviour and integrate knowledge, skills and cognitive attitudes.

Parker (2013) points out that in the process of training PhD students, certain skills need to be developed to foster a scientist. According to the author, such skills include obtaining and maintaining background knowledge, executing and communicating new research, and creativity to recognize new problems and have new insights. The importance of critical thinking skills and their development in higher education cannot be underestimated, as Liu et al (2014) identify that critical thinking is conceptualized as a tool to facilitate decision making or problem solving and is very important in later carriers. Similarly, Larraz et al (2017) observe the necessity of methodological change in universities, responding to the demands of the European Higher Education Area (EHEA), and the authors highlight the importance of using active methodologies to ensure that students develop and improve transversal skills, such as negotiation, leadership, teamwork, reflection, etc.

According to CEDEFOP (2013) “*Piloting a European Employer Survey on Skill Needs*”, employers and companies turn their preferences into lists of desired transversal skills. The

lists include such skills like “the capacity to organize oneself and plan the priorities, the capacity to integrate socially into a company structure, the ability to learn permanently adapting to new technologies, the ability to take initiative and be proactive and result oriented by solving problems and making decisions” (CEDEFOP, 2013). Companies value such personal skills as motivation for working and learning, punctuality, politeness and reliability, flexibility, creativity and dynamism. The s lists of transversal skills preferred by companies reveal the tendency to attach the importance to personal skills over the vocational know-how. The companies stress the necessity for such skills like “working in a group (managing relationship with others, team spirit); flexibility to organize work in autonomy (organizing the priorities); communication skills (first, with customers, but also with colleagues, listening); being able to act in the context of the company (respecting the roles, recognizing the context, analysing the context, observing, listening, respecting the rules); recognizing their error, being able to accept criticism (asking for help when necessary, asking for feedback); capacity to act in complex situations (solving problems, managing stress – or even resistance to stress); desire to learn, curiosity; perseverance; politeness (together with kindness); keeping a positive attitude (proactive)” (CEDEFOP, 2013).

The ERI-Net research programme conceptualized the framework of transversal skills, which includes five domains encompassing critical and innovative thinking, interpersonal skills, intrapersonal skills, global citizenship, as well as media and information literacy. The developed framework presents the holistic picture containing all the desirable skills included into employer and company lists.

Table 1
A framework of transversal skills

General Domains	Examples of Skills
Critical and innovative thinking	Creativity, entrepreneurship, resourcefulness, application skills, reflective thinking, reasoned decision-making
Interpersonal skills	Communication skills, organizational skills, teamwork, collaboration, sociability, collegiality, empathy, compassion
Intrapersonal skills	Self-discipline, ability to learn independently, flexibility and adaptability, self-awareness, perseverance, self-motivation, compassion, integrity, risk-taking, self-respect
Global citizenship	Awareness, tolerance, openness, respect for diversity, intercultural understanding, ability to resolve conflicts, civic/political participation, conflict resolution, respect for the environment
Media and information literacy	Ability to obtain and analyse information through ICT, express ideas through media and ICT, ethical use of ICT

(Adapted from ERI-Net Research Programme, 2013, p. 18)

The table represents the overall picture of the transversal skills found both in employers' requirement and the recommendations of the European Parliament. It reveals that critical thinking and creativity are very important along with ICT skills, communication and intrapersonal skills as well as global citizenship encompassing cultural awareness.

There are still unexplored research areas in the field of transversal skills although researchers have been working in the area for years. The research has proven considerable importance and positive effects of transversal skills on the achievements and life outcomes. According to Carneiro et al. (2007), transversal skills start developing in childhood and family, parents, and social environment have a crucial influence on the development of transversal skills. And as Ramos et al. (2013) stress, the foundations of these skills are acquired in early life stages, are shaped during the lifecycle and have a significant impact on later life success in social and economic spheres. However, according to Ramos et al. (2013), the process of shaping and developing these skills through education stage has not been fully researched still since there exist multiple research perspectives.

The aim of the present research is to investigate the phenomenon of the development of student transversal skills in university studies by researching how university students make sense of their transversal skills development in university studies through their own lived experience. In pursuing the research aim, the following research objectives have been set:

1. To present the theoretical background of the development of student transversal skills in university studies;
2. To describe the lived experience of the research participants in a structural way;
3. To disclose what aspects of their experience reveal the elements that influence student transversal skills development in university studies.

The methodology of the research

The research methodology section grounds the phenomenological research approach and focuses on data collection and analysis methods. The research aim of investigating the phenomenon of the development of student transversal skills in university studies relying on student lived experience presupposes the phenomenological approach to the current research. The phenomenological interview is used as a tool to get authentic material on the study participants' experience. The recorded semi-structured interviews provide data for deep investigation of the phenomenon. An interview allows respondents to raise issues that are important to them as well as to present their versions of the events. The social source of information is the individuals who experienced the phenomenon. In this way, the researcher collects empirical data through communication with the study participants.

Ricoeur (2000) reveals the importance of communication and its power to transfer lived experience to another person. According to Ricoeur (2000), communication is a

way of crossing the fundamental loneliness of each human being. “Loneliness is understood as something that is experienced by one person and that is not possible to be fully conveyed to someone else, therefore, my just experience cannot become another person’s experience, and the event belonging to one stream of consciousness cannot be directly transferred to another stream of consciousness” (Ricoeur, 2000). However, the researcher states that despite this, “there is something in me what could go to someone else, something from one sphere of life moved to another sphere. That “something” is not just experience; it is its significance, and its meaning, because experience which is lived through remains personal, whereas it’s meaning and its significance become available” (Ricoeur, 2000). Thus, communication overcomes radical impossibility to transcend personal nature of lived experience. Moreover, the phenomenological interview gains meaning, and in such a way the semi-structured interview becomes a source of authentic material conveying the lecturer lived experience of using social media. Moreover, this experience can be analysed. According to another phenomenologist Moustakas (1994), the aim of structural analysis is to carry out the segmentation of the research material (horizontal dimension) and then define different levels of integration of different segments into the whole (hierarchical approach).

Data collection methods

Our study is focused on how twelve university students perceive and identify the development of their transversal skills in the university studies. The study participants were selected according to the two main criteria, i.e. their potential to provide a complete view of their lived experience while acquiring transversal skills in the process of university studies as well as their potential to present some insights on the expression of transversal skills and the factors which influence them. To ensure homogeneity, the sample was constructed on the basis of the nature of their occupation (they are all students who are employed, i.e. combine studies and work) and the length of study experience (the requirement of at least two years of studying was applied).

Our personal relationship with the study participants ensured knowledge of their backgrounds and of their involvement in the employment. It also facilitated the study participants’ openness and sincerity during the interviews. The study participants were introduced to the research aim and objectives and voluntarily decided to participate in the study. They were assured that pseudonyms will be used in order to guarantee anonymity regarding their personalities.

Semi-structured interviews were used for empirical data collection. To elicit the study participants’ stories about their experiences, open-ended questions were designed, which created a possibility for a deep investigation of the phenomenon. In the course of the interview, the questions could be changed or not asked at all if a study participant presented his / her experience in detail by answering the questions even before they were asked. The interview allowed the study participants to raise the issues that were important

to them and also let them submit their own versions of the events. In such a way a rich data material has been collected observing the principle of saturation. However, the main limitation of the data collection process should be discussed that the data collection was carried out in one institution which provides the grounds for further research targeting multiple institutions and searching for further results.

Methods of data analysis

In phenomenological research, the retrieved data are analysed in the following order: firstly, the collected material (the narratives) is overviewed and significant statements (units of meaning), which could be phrases or passages (parts of phrases) providing information about the research participants' experience related to the phenomenon, are highlighted. Moustakas (1994) calls this stage of analysis horizontalization. The next step in the analysis is organizing the highlighted statements or excerpts into themes making certain groups of meaning (clusters of the meaning). The highlighted significant statements and themes are further used to structure and discuss the data. While discussing the data, the meaning of a number of different contexts is summarized, logical relationships are identified and a clear picture of the phenomenon relying on the interpretation presented by some study participants is created.

In our investigation, the first step in the process of the empirical data analysis was the phenomenological reading of the text in the light of a specific question about the student lived experience of the development of their personal and transversal skills in the university. The next step was the identification of significant statements and marking them bold in the text. Then the statements were abstracted and structural analysis was performed by clustering the statements into subthemes, which in turn were clustered into themes that helped to disclose the picture of the phenomenon.

Research findings

The research findings section presents the thematic structure of the phenomenon of the development of transversal skills in university studies. The process of clustering the statements into subthemes and themes is presented in the research findings together with the analysis of the phenomenon of the development of transversal skills in university studies. While analysing the empirical interview material, three main themes were identified: evoking the development of transversal skills, perceived improvement in the development of transversal skills and perceived needs in transversal skill development.

Evoking the development of transversal skills

The theme of evoking the development of transversal skills reveals that the development of transversal skills depends on both internal personal characteristics and external

factors such as an inducement received from colleagues and idea exchange and also institutional impact.

Table 2

Evoking the development of transversal skills

No	Meaning Unit	Subtheme 1	Subtheme 2
1.	<i>An example of a group mate, let's say she inspires you by her sincere amazement S5</i>	Colleague example	Social environment influence
2.	<i>It's very comfortable, we learn to communicate and discuss with group mates, share study material, help each other S11</i>	Collaborative studying and sharing	
3.	<i>You notice some ideas, read something in books, you hear what people say and you listen to their ideas and see that they are constructive S7</i>	Ideas in literature sources	Exchanging and implementing ideas
4.	<i>Every student shared his/her own ideas S1</i>	Students sharing ideas	
5.	<i>During the seminars there are plenty of things presented S8</i>	Information acquired at seminars	
6.	<i>University encourages the development of skills and learning S1</i>	University institutional impact	Institutional influence
7.	<i>Everything started from a workplace situation, as it was a workplace situation, we were interested in performing the job S2</i>	Workplace impact	
8.	<i>I can take risks, I'm not afraid, I'm not afraid of losing the track, I'm not afraid that it will take some time to do everything, I will find out how to do anything S12</i>	Ability to take risks	Personal characteristics
9.	<i>It seems difficult, you try doing something, you don't know, you keep trying, experimenting, if you don't know, you ask S10</i>	Ability to experiment	
10.	<i>When something let me down, then I would try to get around the problems S6</i>	Ability to solve problems	
11.	<i>And you get inspired, and you try, and you want to share with others... S4</i>	Enthusiasm	
12.	<i>It is important not to oppose to the flow, it is important to accept changes S3</i>	Openness to changes	
13.	<i>We are very receptive to innovations, and we are able to learn quickly, to master new skills and information S9</i>		

While analysing the external impact, the subthemes at the top of the table reveal the external factors influencing the development of transversal skills of the students in university studies. The subtheme of social environment influence represents a colleague example and collaborative studying and sharing. It is closely related to the impact of exchanging and implementing ideas, as ideas can be acquired directly from other students, as well as at various seminars, courses and other training sessions, while reading literature or observing something *“You notice some ideas, read something in books, you hear what people say and you listen to their ideas and see that they are constructive”* S7.

The subtheme of institutional influence reveals that both the impact of the university as an institution and workplace impact are experienced. The research participants indicate the institutional impact of the university on encouraging the development of personal and transversal skills *“University encourages the development of skills and learning”* S1. Also, the research participants perceive the workplace impact as *Everything started from a workplace situation, as it was a workplace situation we were interested in performing the job”* S2.

While reflecting on the development of transversal skills during university studies the research participants indicated their personal qualities which they perceived as desired and which are related to creative personality characteristics. Such skills as the ability to take risks allows students to confidently deal with the new situations without any fear of errors, by applying testing and attempts *I can take risks, I’m not afraid, I’m not afraid of losing the track, I’m not afraid that it will take some time to do everything, I will find out how to do anything”* S12. Another related feature is the ability and willingness to experiment *“you try doing something, you don’t know, you keep trying, experimenting, if you don’t know, you ask”* S10, such qualities allow dealing with unfamiliar situations more easily. Another important feature such as the ability to solve problems allows seeing the ways how to adapt in new situations. Another important factor that also characterizes creative personalities is enthusiasm which induces inspiration to perform *“And you get inspired, and you try, and you want to share with others...”* S4.

Finally, insights about the need of innovations, ability to learn quickly and master new skills, the perception that changes are inevitable and it is necessary not only to abandon any resistance to change, but also to live with it. All of these personality-related factors are desirable in study and work environments as it is envisioned in the recommendations of the European Parliament and of the Council (2006) and also discussed in the ongoing research in the field (CEDEFOP, 2013). The research participants identify creative personality traits, such as the ability to take risks, flexibility, willingness to experiment, enthusiasm and openness to innovation and change as helpful and desirable in university studies, workplaces in the process of the development of transversal skills.

Improvement in the development of transversal skills

The theme of perceived improvement in the development of transversal skills reveals the skills which are perceived by the research participants as substantially improved during their university studies and applicable in the workplaces.

Table 3

Perceived Improvement in the Development of Transversal Skills

No	Meaning Unit	Subtheme 1	Subtheme 2
1.	<i>On one hand, it saves me time because I learnt how to find information quickly S3</i>	Ability to find information	Being able to process information
2.	<i>Studies made my life easier because I can find information easily and I save my time S4</i>		
3.	<i>You develop your ability to spot if the information is relevant S12</i>	Ability to identify information relevance	
4.	<i>We learn to process information, to find it and apply it in a proper way, we know how to use IT and other modern technologies S9</i>	Ability to use IT	Being able to use new technologies
5.	<i>Students develop their writing skills, learn to express their thoughts more coherently and in a more organized way S7</i>	Ability to express ideas coherently	Capacity to organize one's ideas
6.	<i>My personal experience shows that during studies we learn patience and endurance, because we need to find the necessary information to solve problems and carry out tasks until we get the final result S1</i>	Working towards the final result	Being result oriented
7.	<i>You learn to concentrate on the task, to make decisions independently. At school we felt the influence of our parents and teacher, now we become responsible for our decisions S6</i>	Learning to make independent decisions	Decision making
8.	<i>A broader outlook appears, one is able to view issues globally when problems emerge S8</i>	Broad outlook in problem solving	Being able to solve problems
9.	<i>I am very happy that we have a lot of practice at university because then I know how to deal in real life situations while solving various problems S5</i>	Ability to deal in real life situations	
10.	<i>We learn to work a lot and love the activities we are carrying out S11</i>	Focusing on work activities	Motivation for working

The research participants stress the improved ability to process information acquired during their university studies by expressing the appreciation that such a skill makes their life easier. “*Studies made my life easier because I can find information easily and I save my time*“(S4).

The ability to use new technologies, which is closely related to information processing skills, is also mentioned by the research participants, which proves that digital competence is of key importance in our knowledge society. Overall the two subthemes are related to one of the general domains of the transversal skills framework which is the media and information literacy. The following subthemes of the capacity to organize one's ideas, decision making and being able to solve problems are related to the domain of interpersonal skills which are also of the utmost importance in work life and are perceived as substantially improved during university studies. The subthemes of being result oriented and having motivation for working are related to intrapersonal skills and are also perceived as significantly improved.

Needs in the development of transversal skills

The theme of the perceived needs in transversal skills development reveals the skills, which are perceived as necessary in work life, and the need for improvement.

Table 4
Perceived Needs in the Development of Transversal Skills

No	Meaning Unit	Subtheme 1	Subtheme 2
1.	<i>I want to distinguish communication, I think it is crucially important nowadays to be able to communicate effectively S10</i>	Being able to communicate effectively	Effective communication
2.	<i>It seems to me that most of all we need charisma, a person may not know everything but it is important what impact a person can make on clients, how a person can communicate S3</i>	Charisma in communication	
3.	<i>We need to acquire a broader approach to various issues and solving them, and it gives hope that in the future people would suggest better solutions which will optimize work because new ideas emerge while studying and collaborating with lecturers and professors S12</i>	Future solutions and new ideas	Ability to apply innovations
4.	<i>We need to develop our determination, focus and patience, we also need to understand how we learn and work because everyone has individual features S4</i>	Need to understand how we learn	Learning to learn
5.	<i>I think that the working world will change in the future and the communication between employers and employees will also change, such skills like the ability to find the necessary information, to analyse and apply it will be in demand S7</i>	Need to analyse information	Analytical skills
6.	<i>We need to learn how to sort out information because nowadays there is a lot of information rubbish and people should be able to distinguish what is necessary S11</i>		

7.	<i>I feel that we need critical thinking because there is a lot of information and not everywhere it is so reliable, I need to sort it out S5</i>	Need to assess information critically	Critical thinking
8.	<i>We need to be able to find the appropriate information, be able to check whether the information is correct S6</i>	Need to identify the appropriate information	
9.	<i>There is a lot of information, so sometimes it's difficult to select the appropriate one, sometimes I feel scared or lost S2</i>		
10.	<i>I need to learn to manage my time because sometimes while looking for some information I get carried away and it seems that time disappears S9</i>	Need to manage time	Time management
11.	<i>I think that creativity is very important, you may not know something but be able to use other knowledge to get around the situation S1</i>	Creativity	Creativity
12.	<i>One should have minimum basic IT skills, Microsoft Office, PowerPoint, Excel, Word S7</i>	Need for IT skills	Computer competence
13.	<i>Also English, it is vitally important, you need it live or die S4</i>	English skills	Languages
14.	<i>Maybe earlier theoretical knowledge was important but now I see practical skills, practice becomes more important S8</i>		Practical skills
15.	<i>We study a lot of theory and I feel that there is no time to apply it in practice and I feel that students themselves should broaden their horizons and try to figure out how to apply knowledge in practice S9</i>		

It could be seen that the research participants express their willingness for more improvement of certain skills. First, in the subtheme of effective communication research participants stress the need and importance of communication. They also acknowledge the importance of foreign languages which enable cross-cultural communication. The importance of IT skills stands out in the research as the research participants stress the need for improvement of the skills although they have acknowledged certain improvement of the skills in university studies but the need is still felt. Research participants also recognize the importance of the ability to apply innovations and creativity, the skills which are of crucial importance in the developing knowledge society. Analytical skills and critical thinking are also identified by the research participants as the skills to be developed more. Learning to learn and time management are perceived as useful both in study and work environments and the need for their development is expressed. The research participants also identify the need to shape focus more on practical matters which could be applied in work life in practice rather than pure theoretical knowledge “*We study a lot of theory and I feel that there is no time to apply it in practice and I feel that students themselves should broaden their horizons and try to figure out how to apply knowledge in practice*”S9. The identified needs by the research participants highly

resonate with the needs to develop transversal skills in university studies discussed by the researchers working in the field (Parker, 2013; Liu et al, 2014; Larraz et al, 2017).

Conclusions

Our research reveals that the development of transversal skills depends on both internal personal characteristics and external social factors including colleague influence, exchanging ideas and also institutional impact, which goes in line with Carneiro et al. (2007), claiming that transversal skills start developing in childhood and family, and Ramos, et al. (2013), stressing that these skills are shaped during the lifecycle. The research participants also reveal their perception that their transversal skills are substantially improved during their university studies. They especially stress such skills as information processing skills, the ability to use new technologies, which proves that digital competence is of key importance in our knowledge society. Overall these skills are related to one of the general domains of the transversal skills framework which is the media and information literacy. The research participants also identify the development of the capacity to organize one's ideas, decision making and being able to solve problems, related to the domain of interpersonal skills which are important in work life. Such skills as being result oriented and having motivation for working are related to intrapersonal skills and are also perceived as significantly improved. The research participants express their perceived needs for developing certain transversal skills which are necessary in professional work life. The research participants stress the need and importance of communication and foreign languages which enable cross-cultural communication. They also perceive the need for improvement of the ability to apply innovations and creativity, analytical skills and critical thinking, learning to learn and time management. The research participants identified the need to focus more on practical matters rather than pure theoretical knowledge which resonates with the ideas expressed by the research carried out in the domain (Parker, 2013; Liu et al., 2014; Larraz et al., 2017).

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Studentų patirtis ugdant perkeliamuosius gebėjimus universitetinėse studijose

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Santrauka

Bolonijos procesas numato perkeliamųjų gebėjimų ugdymo idėją aukštojo mokslo srityje. Naujaisi švietimo tyrimai atskleidžia, kad aukštajame moksle, įskaitant universitetines studijas, integruojamas perkeliamųjų gebėjimų ugdymas. Šis tyrimas analizuoja studentų perkeliamųjų gebėjimų ugdymo universitetinėse studijose reiškinį. Aukštojo mokslo tikslas apima ne tik absolventų galimybes įsidarbinti, nors užimtumo rezultatai yra labai svarbūs. Aukštasis mokslas yra universalus procesas, suteikiantis studentams galimybes tobulinti savo žinias, įgūdžius, požiūrį, kad jie galėtų aktyviai dalyvauti platesnėje visuomeninėje, pilietiškumo veikloje bei kurti sėkmingą profesinę karjerą. Tyrimas įrodo, kad perkeliamųjų gebėjimų ugdymas priklauso nuo

vidinių asmeninių savybių ir išorinių socialinių veiksnių, tokių kaip kolegų įtaka, keitimasis idėjomis ir institucijos poveikis. Tyrimo dalyviai taip pat atskleidžia savo supratimą, kad jų perkeliameji gebėjimai gerokai patobulėjo universitetinėse studijose, tačiau jie taip pat pabrėžia tam tikrų perkeliamųjų gebėjimų, tokių kaip gebėjimas bendrauti, užsienio kalbų gebėjimai, gebėjimas taikyti inovacijas, kūrybiškumas, analitiniai įgūdžiai ir kritinis mąstymas, mokymasis mokytis ir laiko valdymas, reikalingų profesiniam gyvenimui, poreikį.

Esminiai žodžiai: *perkeliameji gebėjimai, universitetinės studijos, fenomenologiniai tyrimai, plėtra, interviu.*

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