

# Five invisible undergraduate learning attributes

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Although academic transcripts record students learning, they are only a grade suggesting an indication that the student has acquired a certain level of content and skills. The transcript records what can be visibly evaluated. However, learning is much more than this as it includes each student's approach to learning, confidence, professional readiness and disciplinary awareness. Nevertheless, this learning is invisible on university academic transcripts, and often to employers and students themselves. A group of academics from two research universities received a large government grant to create a Learning Outcomes Framework, which includes both visible and nonvisible learning attributes. This framework will be used to identify effective university teaching, evaluate innovative course delivery, and enable quality teaching practice to be compared within and across disciplines. For the project, the team are working across English, Psychology, Dance, Law, Music, and Chemistry, covering disciplines from Arts, Sciences, Creative Arts and Professional areas. We have collected quantitative and qualitative data from students, lecturers, and employers of graduates of each the disciplines. Surveys were gathered from students (n~1000) and interviews (n~20) with academics and employers. We have used NVivo for qualitative and Qualtrics for quantitative data analysis. We will present preliminary findings of five invisible learning attributes at the undergraduate level. Although outwardly generic in that they appear in all the disciplines, we will describe how they appear in the six different disciplines listed above and discuss similarities and differences in terms of disciplinary definition and pedagogy. We will discuss why they are important for graduates. We will highlight some of the theory behind learning attributes, and the relevance to 'soft' skills and desired learning outcomes. We will also discuss why some attributes are visible in one discipline yet invisible in another and whether generic attributes are transferable across the disciplines.