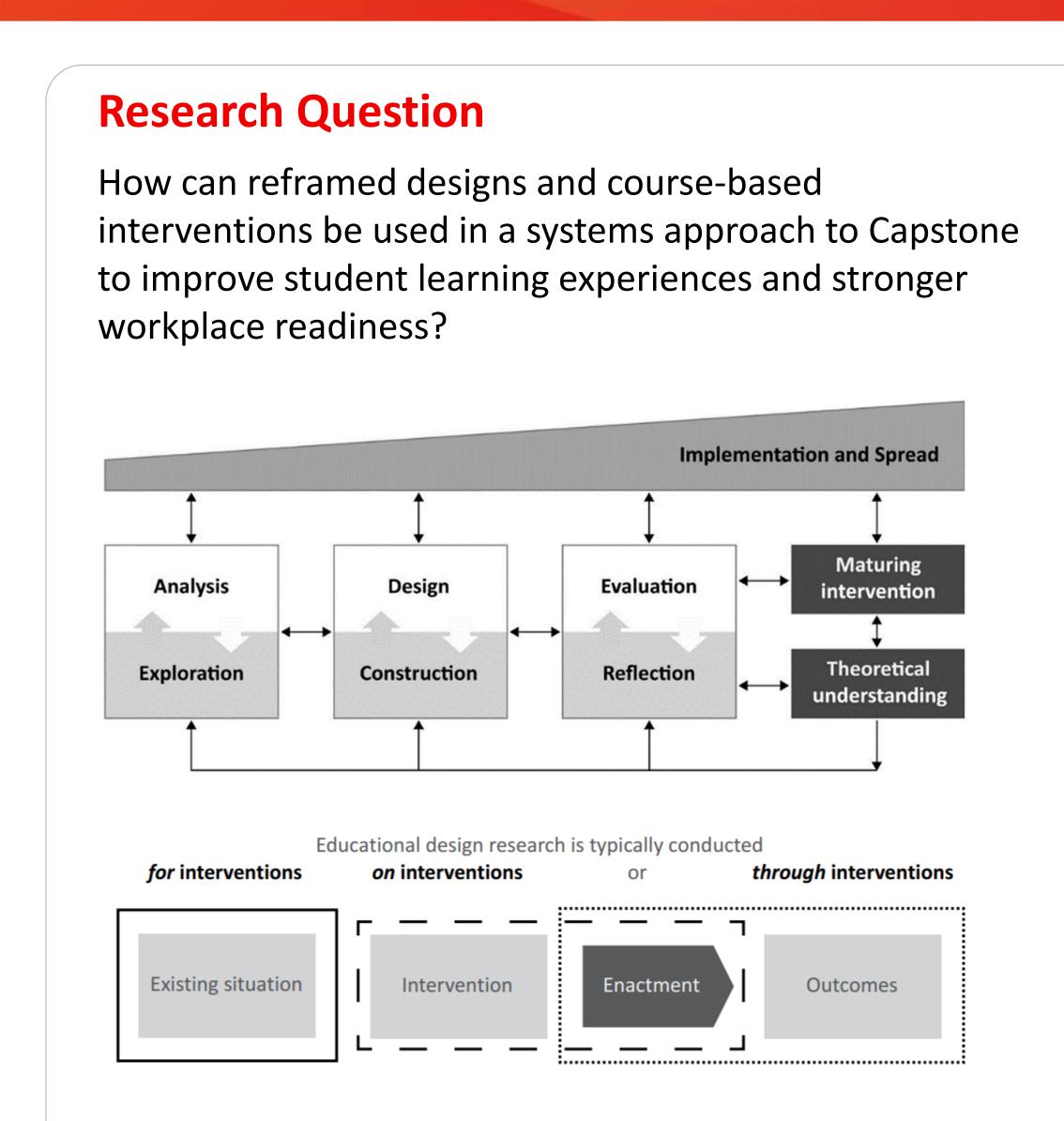
Addressing Skills Gap: A Systemic Reframe and Redesign of Capstone using Design-Based Research

UNIVERSITY OF CALGARY

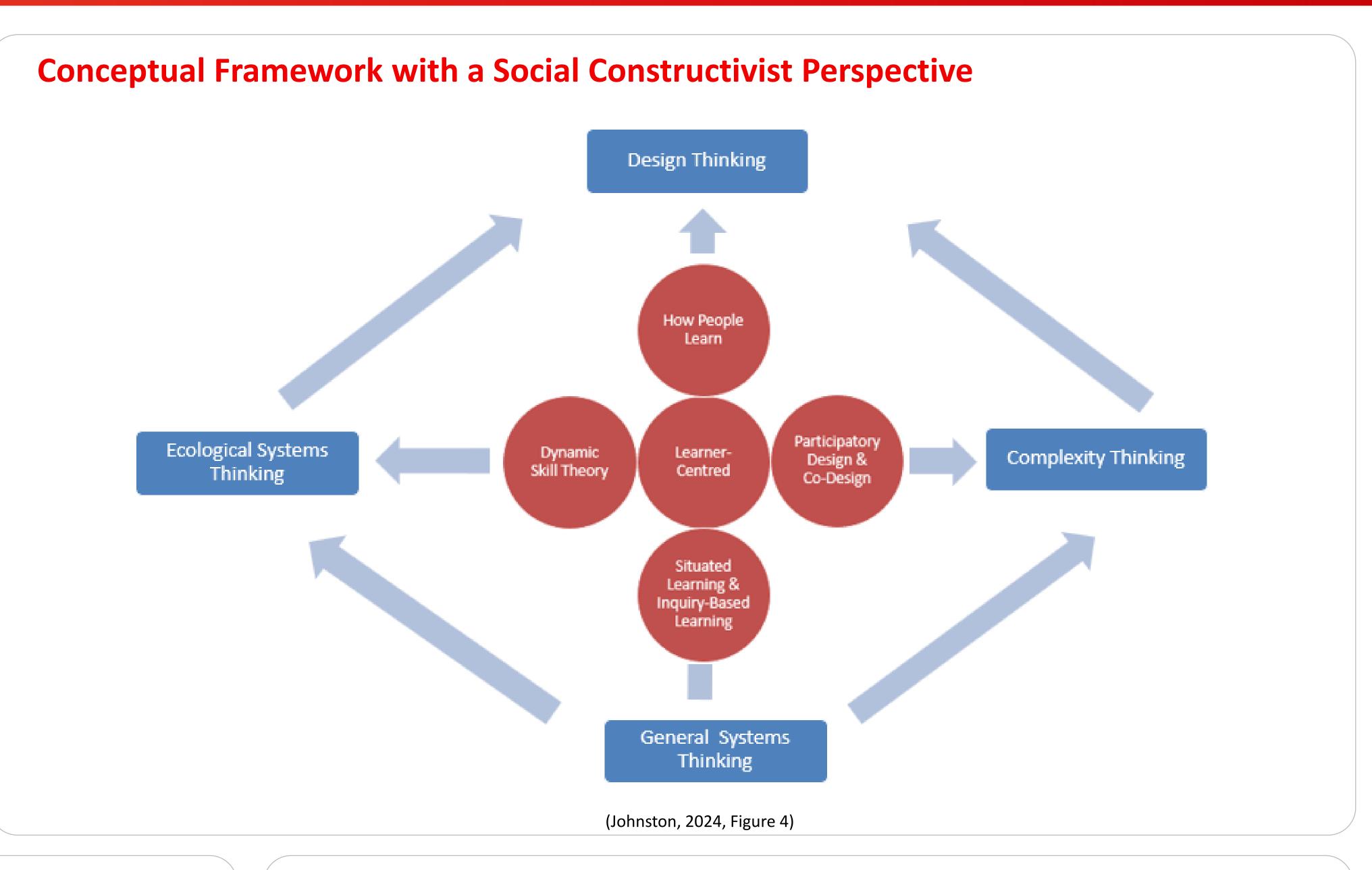
Dr. Sonja Johnston, PhD (Educational Research, Learning Sciences) Werklund School of Education, Doctoral Thesis (August 2024) Supervisor: Dr. Michele Jacobsen

Skills Gap ture of Jobs Report The skills gap: What employers want from Could skills gap be a *systems* problem versus a student problem?

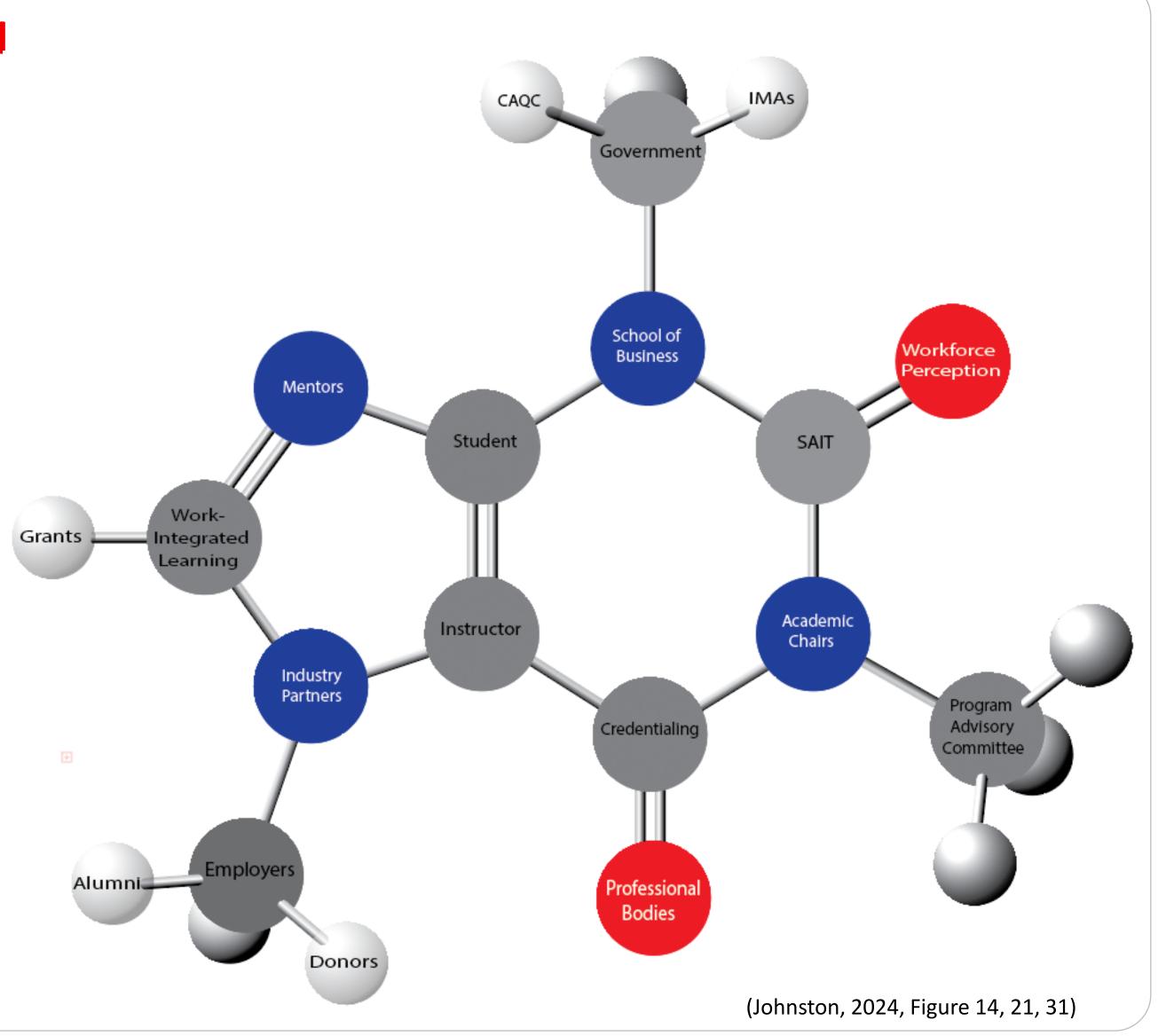
(Lapointe & Turner, 2020; QS, 2023; Radin et al., 2020; RBC, 2019; WEF, 2023)



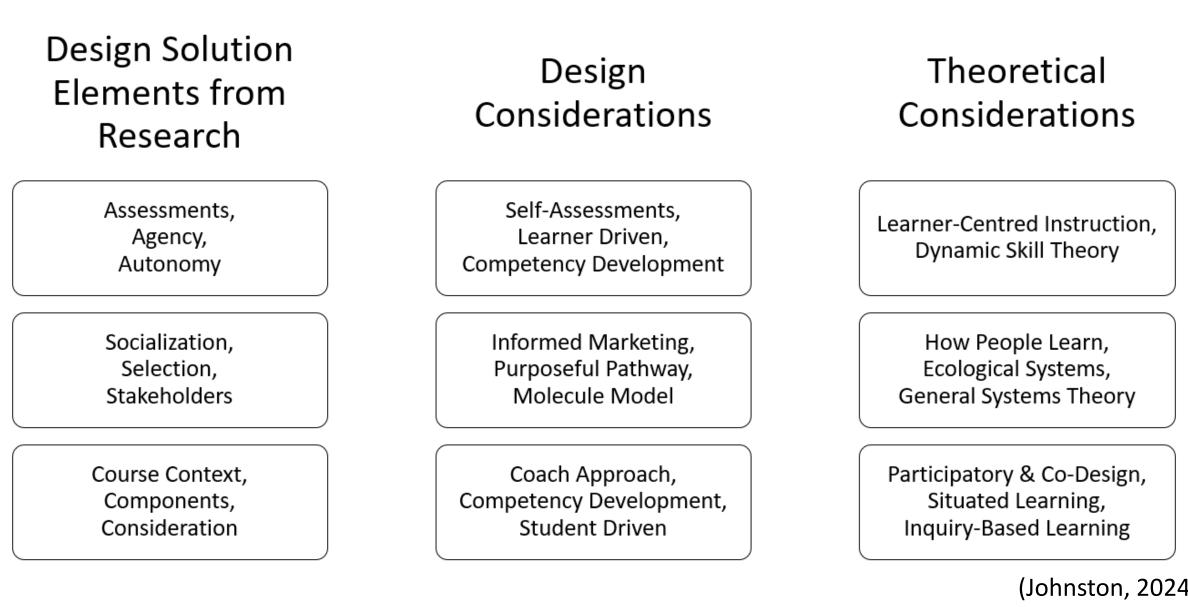
(McKenney & Reeves, 2019; Johnston, 2024, Figure 10, Figure 12)



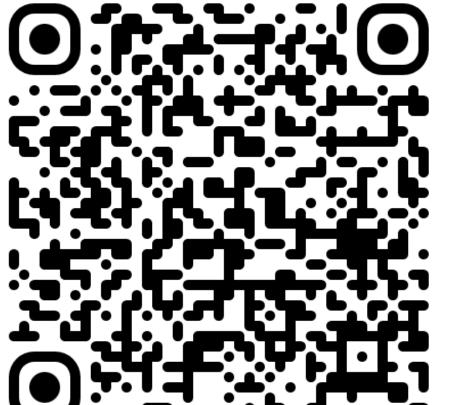
Research Cycles, 4M Considerations, Proposed Molecule Model Overall Design Cycle 1 Cycle 3 Cycle 2 Research *through* Synthesis *across* Research *for* Research on Intervention Intervention Orientations Intervention Chapter 7 Chapter 6 Chapter 4 Chapter 5 Literature Review Integration of data, Literature Review evaluation, and reflection Participant-Instructors -Document Analysis across cycles -Reframe Student-Centered -Government Policy -Design Modifications -Changed Conjectures Institution Strategic Plan -Winter 2019 -Construct New Course Data Collection (Survey) Methodological Approach for -Winter 2020 -Third-Year Students -Spring 2020 -Fall 2020 -Winter 2021 fluencing Change in usiness Education Instructors & Industry (surveys and interviews) Contributions to Theory -Fall 2021 -Spring 2022 -Data Collection (Interview) Contributions to Practice -Industry Partners Academic Chairs Conjectures Mega (External) Macro Plan (SAIT) (SAIT) Meso (School of Business) Micro Students (Capstone) Instructors



Key Insights/Considerations – Emphasis on Educational Coherence



(Johnston, 2024, Figure 32)



Scan for full dissertation

Johnston, S. L. (2024). Addressing skills gap: a systemic reframe and redesign of Capstone using design-based research (Doctoral thesis, University of Calgary, Calgary, Canada). Retrieved from https://prism.ucalgary.ca.

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