0:10 So there's three really common errors I see when people are translating their skills that kind of lead them astray.

0:18 The first one that I see is people obfuscating what they did. So they've translated it so much. Like if you just used Heidi's examples straight and, you know, 50 teachers watching that webinar use the exact same phrase for like the exact same duties all across the board in every part of your resume.

0:43 Like there might be one or two things that are very similar in a lot of teacher resumes and that's fine, but if you're only using that, then you're obfuscating the things that you did that are specific and that's gonna make you either look really confusing if you're not doing it right, or even if you do it right, it's gonna make you look really generic.

1:02 So that's a challenge I think that folks face. So you have to know how to translate, but you have to have to know how to identify really specific things you've done that you want to translate.

1:12 So that's kind of the second thing. The second issue I see is people translating things without kind of focusing on what they wanna say with it.

1:20 What is the skill that you're trying to promote? Like what is the, I want them to see that I have good project management skills, so I'm gonna include this specific thing.

1:31 I want them to see that I have good development skills. So I'm gonna include this specific thing. Good analysis, data analysis skills, good design skills and like planning for learner interventions.

1:46 What is it that you're trying to show and how does that particular thing show that you have to think about before the translation for and after the translation.

1:54 Make sure that part gets translated well, but also make sure it's in the original. And then the other thing is before you translate based on those skills, making sure that it is kind of like a problem solution that what you're translating is not okay.

2:13 Any teacher could put this on their resume and that's all my resume is. There may be a few things there that are kind of like general because you wanted to note that you know how to do those things, but your top bullets, your most notable bullets in any position should be really specific and tied to achievements, things you did.

2:32 So if you analyze a curriculum gap and your students improve based on it, that's really useful. Versus just like, oh yeah, I design and deliver lessons every day.

2:42 You wanna be kind of specific with it without getting into the educational jargon, but specific to the kind of problem it solves.

2:50 And then translating that a little bit too, I guess kind of a bonus thing is, and I I think Heidi kind of covers this, but I wanna make it really explicit, is you Wanna make sure your translation is honest.

3:01 And that goes into the not obfuscating. Students aren't clients to most people, they're learners, you can translate them as learners.

3:10 But you know, there's certain things that when you translate them too, too much, you wind up in a lie and you don't wanna be doing that.

3:19 You wanna make sure that it does really fit what you're translating it to. So those are some tips. The organizer is really simple on this one because I think it's a very straightforward thing, but I think a lot of people skip that first step of writing down what they did in plain regular language like they would with their colleagues.

3:38 And especially if you're gonna ask for resume help, it helps to have that because then like if somebody's like, I don't understand what you're saying here, and the translation isn't good, you can say like, okay, here's what I actually did.

3:50 And I was trying to translate it to this, but you know, I'm not quite sure if I did it correctly.

3:57 But then it'll also help you go back and retranslate it too. If you can keep that kind of in your mind or ideally in this notebook dotted down it'll help you go back and like sharpen up your translation because you're gonna get better at that as you get more exposure to the industry that you're interested in moving in the field you're interested in moving in.

4:15 And it can vary a little bit how you'll wanna express it by industry of where the instructional design job is in–possibly not always.

4:22 A lot of instructional design resumes can look the same. But like, especially if you're going into something like project management, I think industry can impact how you'll wanna phrase things.