ONLINE SUPPLEMENTARY MATERIAL

*Study Characteristics*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1st AuthorYearCountry | Study Aim | Population/ Sample | Study design/ Method | Intervention/Timeframe  | Intervention setting | Data collection | Outcome  | Co-design  |
| Bekki, J. M. 2014USA | To measure whether a scenario-based assessment improved students’ interpersonal problem-solving skill.  | N = 128 STEM doctoral female students Treatment = 64Control (WLC) = 64  | Quantitative(RCT) | At least 5 hours of online interactive problem-solving learning activities with a scenario-based assessment APSS undertaken by students in the treatment group. Control (WLC) group later received the intervention. | Online  | Assessment Problem Solving Skills (APSS) instrument  | Treatment group members had better knowledge of interpersonal problem-solving steps and were better able to describe how they would apply problem-solving skills to a relevant scenario than participants in the control (WLC) group  | No  |
| Benson, G.E.2017USA | To evaluate if teaching Negotiation Skill Development exercise was effective in facilitating negotiation principles, knowledge, and skills in marketing.  | N = 185 undergraduate studentsIntervention = 147Control = 38  | Quantitative (Cohort analytic) | Intervention students engaged in 9 class sections of a negotiation course taught over a five-year period and completed negotiation activity. They received a grading scheme and wrote papers summarising their experience at the end of the Negotiation activity. Control group only took a final exam with multiple-choice and short-essay questions.  | Face-to-face  | Questionnaire  | Improved ability to think objectively, communicate effectively, understand and apply a negotiation approach, and be creative in developing solutions as well as satisfaction with the course in intervention group compared to the control group | No  |
| Bradley, A.2021UK  | To examine whether ‘careers corners’ module embedded within the curriculum of students impacted their employability.  | N = 64 second-year undergraduate studentsExperimental = 40 Control = 24  | Quantitative (Cohort analytic)  | Experimental group engaged in ‘careers corners’ module involving a5–10-minute group presentations at the end of each lecture for 11 lectures, and a career focused seminars to prepare them for employability. Control group received no embedded employability in their curriculum. They only participated in the short group presentation.  | Face-to-face  | Questionnaire | Experimental group had an increased sense of career planning, higher levels of knowledge and confidence to attain relevant work experience compared to those in the control group  | No  |
| Chang, J. C.2021 Taiwan | To assess whether an industry-oriented capstone course increased the employability of electrical engineering and computer science (EECS) students. | N = 48 fourth year EECS studentsExperimental = 22Control = 26 | Quantitative (Cohort analytic)  | Experimental group engaged in 6 modules of industry-oriented capstone course involving capstone introduction, report writing, data analysis methods, presentation production skills, verbal report skills, achievement exhibition and evaluation for 30 weeks. Control group only took the general capstone course.  | Face-to-face  | Questionnaire  | Significant improvements in experimental student's employability, especially general ability, behaviour, and attitude, compared to the control group | No  |
| Choi, S.2021USA | To evaluate whether a Team-Based Learning (TBL) approach in an online film project was effective in promoting interpersonal skills.  | N = 122 senior- level undergraduate students | Quantitative (Case study) | Students covered topics in interpersonal skills, and in groups, analysed the films - *The Devil Wears Prada* and *Sully*, as their TBL project. They engaged in group discussions, feedback,groups presentation of a voice-over PowerPoint and a written report, to evaluate each other’s work. Survey responses were collected over 3 semesters.  | Online  | Questionnaire | Peer evaluation, teamwork performance, and team member collaboration positively affected student’s satisfaction toward TBL, which improved their interpersonal skills especially among students with less than 5 years of work experience  | No  |
| Choudhury, B.2012UK | To examine whether online activities were impactful in developing transferable skills. | N = 155 undergradstudents | Quantitative(Cohort study) | Online activities to develop transferable skills.18 lectures + 4 practicums over 1 year | Online  | Questionnaire  | Perceived improvements in teamwork, communication, and critical analysis skills  | No  |
| Clark, K. A.2018USA | To investigate whether *UPGRADE Your Performance (UYP)*, was essential in developing employment soft skills among students.  | N = 4 high school students with disabilities  | Quantitative (Case study) | Students learnt a strategy for self-evaluation, self-monitoring, goal setting, and self-graphing skills. They completed some tasks and evaluated the tasks on Job Performance Rubric (JPR) for 30-45 mins daily, and then engaged with UYP to evaluate soft skills development for the day.  | Face-to-face. | Job Performance Rubric (JPR)  | Improved soft skills in a chosen area, and in other non-targeted soft skills area. Students applied their soft skills to a new job site within the school  | No  |
| Cronin, L.2020 England | To examine whether self-determination theory (SDT) was impactful in developing life skills among Physical Education (PE) students. | N = 266 students aged 11–18 years from 17 classes with an average of 15.6 students per class (range = 7–29) | Quantitative (Interrupted time series study) | A series of activities assessing students’ perceived autonomy-supportive teaching, need satisfaction and life skills development in PE. | Face-to-face | Questionnaire conducted in week 6 (timepoint 1 – T1) and week 15 (timepoint 2 – T2) of the autumn school term | Students’ satisfaction in three basic psychological needs namely autonomy, competence, and relatedness, positively influenced their life skills development in PE  | No  |
| Deep, S.2019Malaysia  | To evaluate whether problem-based learning (PBL) approach was vital in improving soft skills, conflict resolution traits, and group learning among students.  | N = 57 undergraduate students | Mixed methods (Cohort study) | All students undertook a 12-week *Effective Communication course* and engaged in activities involving the use of videos, Schoology, Padlet, etc. Students collaborated with peers and teachers, undertook assignments, and received feedback, whilst developing the skills of communication, teamwork, and literacy. | Face-to-face and online  | Questionnaire, observation, and documents | Significant improvement in conflict resolution skills, communication skills, general knowledge, problem solving and research skills. Overall, PBL has a positive effect in improving soft skills, group learning and overcoming communication conflicts  | No  |
| Diez-Ojeda, M. 2021Spain  | To investigate whether inquiry-based activities were efficient towards the development of 21st century skills in a compulsory chemistry subject.  | N = 22 secondary school students (15–16 years old) from medium to high socio-economic status | Quantitative (Case study) | Students engaged in inquiry-based activities in groups to play the role of a director, secretary, spokesperson, and time manager with the supervision of a teacher, to develop 21st century skills.  | Face-to-face  | Investigation report, group work, teacher’s observation, and oral presentation  | Increased perception in students’ competences in critical thinking, disciplinary knowledge, organisational management, and self-confidence and direction  | No  |
| Dyson, B.2021New Zealand  | To investigate whether cooperative learning (CL) was effective in developing social and emotional learning (SEL) outcomes in physical education (PE).  | N = approx. 1945 students from grades 3–5 (8–10 years) at 4 primary schools  | Qualitative (Case study) | Teachers used CL structures to engage students in small groups play different roles as a team to complete a task or play in a modified game. Students then reflected on using strategies to help and encourage other students, over 2 years period.  | Face-to-face  | Interviews (in focus groups of 3 or 4 students) & field notes (over 2 years) | Improved SEL skills during PE lessons as reflected in the four themes of (a) being part of a team, (b) learning how to listen, (c) helping and encouraging each other, and (d), making physical education fair | No  |
| Escudeiro, N. F. 2012Portugal | To examine whether a cooperative learning course was effective in developing students’ teamwork and communication skills at an international level.  | N = 22 undergraduate students (from 9 different European countries) | Mixed (Case study) | A cooperative learning informed by *Multinational Undergraduate Teamwork* course among students to complete a project in 1 semester with some flexibility among partner institutions.  | Face-to-face/online | Studentfeedback form, final grades, questionnaires, system data from online platform  | Improved teamwork, communication skills and academic/learning outcomes  | No  |
| Espelage, D. L.2015USA | To evaluate whether promoting social-emotional learning (SEL) skills program proved efficient in reducing bullying among students.  | N = 123 sixth gradeprimary school students with disabilities Intervention = 47Control = 76 | Quantitative(RCT) | Second Step Lessons: *Student Success Through Prevention* (SS-SSTP) to reduce bullying and improve SEL skills of communication, emotion regulation and empathy.28 lessons over 3 years for intervention group. Control group received the P3: *Stories of Us—Bullying program*, while waiting for 3 years to receive the second step lessons.  | Face-to-face  | Questionnaire | Significantly higher reduction in bullying perpetration in intervention group compared to control group  | No  |
| Healey-Malinin2018USA | To assess whether a 5-year service-learning partnership between undergraduate students and middle school students was effective in designing interventions in a middle school building and grounds.  | N = 97undergraduates enrolled in a service-learning course | Qualitative (Case study) | Students engaged in a participatory-design activities with middle school students weekly to design a project for 6-10 weeks each semester. After 2 years, course was for 3rd year undergrads who reflected through in-class discussions, public blogging and private writings in their website, and submitted two papers on first day of class and on course completion.  | Face-to-face  | Pre- and post-course papers, blog posts and weekly reflections totalling 772 artefacts  | Improvement in students’ empathy, relationship building, flexibility, systems thinking and professional goals, as well as employability skills in fostering creative resilience towards managing complex design practices | Yes  |
| Hernández-Fernaud, E.2017Spain | To evaluate whether an employment training program was efficient in improving the employability of students.  | N = 271 university studentsIntervention = 130 Control = 141 | Quantitative (Cohort analytic) | Students engaged in the 3 actions of the *ITINERA* program involving training in search for employment, training in employability skills, and personalised career orientation, through workshops and individual tutorial sessions led by psychologists over 31 hours in 1 academic year. Control group received no intervention.  | Face-to-face and online | Questionnaire and participants’ satisfaction evaluative scale | Perceived improvements in intervention group in the areas of employability, openness to learning, self-efficacy for labour market insertion, teamwork, knowledge of employment resources, and program satisfaction | No  |
| Horrillo, S. J.2021USA | To assess whether the *Pathways to Your Future* (PYF) program was effective in improving student’s college and career readiness, and parent’s support ability.  | N = 228 students from grades 8 to 12 in 3 Californian sites – Central, Southern, and Northern  | Quantitative(Case study)  | Students engaged in 5 modules of the *PYF* program (in-school & after-school) for college and career readiness over a series of meetings for more than 40 hours in a 10-week period. Parents engaged in a pre-program orientation, a financing and budgeting workshop, and take-home materials. | Face-to-face  | Questionnaire | Improvement in students’ skills to plan and manage their education and career goals, interest to attend a tertiary institution. Improvement in parents’ knowledge, skills, and involvement in their children’s college and career aspirations and plans | No  |
| Jagannathan, R.2019USA | To investigate whether the Nurture thru Nature (NtN) program was efficient in promoting student’s cognitive and soft skills development.  | N = 630 students from 7 elementary schoolIntervention = 139 Control = 491  | Quantitative (RCT)  | Students in intervention group engaged in NtN activities to improve their academics (Math grade, Language Arts grade,Science grade), soft skills, pro-social behaviour,higher order thinking, and conscientiousness over an 8-year period (2010–2017). Control group did not participate in NtN program.  | Face-to-face | Observation of students’ trajectories progress | NtN (intervention group) students performed significantly better in areas of cognitive skills, pro-social skills (communication, teamwork, empathy), higher order thinking, problem solving, and conscientiousness | No  |
| Jamali, S.2016Iran | To examine whether a life skill training was effective in promoting the mental health of Iranian middle school students. | N = 100 middle school studentsIntervention = 50Control = 50  | Quantitative(CCT) | Intervention group received 8 sessions (two sessions a week for 2 hours) of life skills training for one month involving empathy, problem solving, critical thinking, coping skills, self-regulation and assertion skills, through lecture-style presentations, group activities, role-play and question and answer opportunities. Mental health evaluation was done in both groups. Control group did not participate in life skill training sessions.  | Face-to-face   | Questionnaire(pre/post survey) | Significant improvements in intervention student’s stress and sensation seeking, and in reducing drug addiction and violence  | No  |
| Jarrah, H. Y.2019UAE | To assess whether the use of drama in teaching life skills and reflective thinking was impactful on students.  | N = 100 male students in 10th grade  | Quantitative (Cohort study)  | Students engaged in a diversified method of using drama to develop life skills and reflective thinking by watching plays to help with their memory, problem-solving skills, reading skill and pronunciation, artistic and aesthetic taste, and creativity skills.  | Face-to-face  | Survey – the contemplative scale reflection, and the life skills measure  | The impact of drama increased students' life skills, reflective thinking, reading and numeracy skills, knowing their personality strengths and weaknesses, and connecting study with real life application  | No  |
| Klegeris, A.2021Canada | To measure whether problem-based learning approach was effective in improving students’ generic problem-solving skills (PSS).  | N = 89 fourth-year biochemistry students, between 2018, 2019, and 2020.  | Quantitative(Cohort study)  | Students engaged in problem-based learning approach in small teams to undertake workshops, bonus testing and lectures in a two 80-minute in-class sessions per week for 13 weeks in a semester.  | Face-to-face and online(Mixed-mode delivery based on a ‘flipped classroom’ approach) | PSS test scores, examinations, and peer evaluations  | A statistically significant improvement in PSS test scores. Paired student’s t-test revealed 0.007 in 2018 (0.99 [11.4%] change, out of 13), 0.006 in 2019 (0.97 [11.8%] change), 0.001 in 2018 and 2019 combined (0.97 [11.4%] change). 2020 was significantly low, 0.23 (1.09 [13.0%] change) due to Covid-19 | No  |
| Kuk, A.2015Poland | To examine whether a series of psychological workshops were effective on improving student's social competence (SC) and emotional intelligence (EI).  | N = 59 students (28 = undergraduates31 = postgraduates)Experimental = 31 Control = 28 | Quantitative(Interrupted time series study)  |  A series of psychological workshops that included video interaction training and interpersonal training.8 hours over 4 sessions, from April 2012 to June 2013. No intervention for the control group.  | Face-to-face  | Questionnaire  | Significantly higher indicators of SC and EI in experimental group – SC-General Index 190.84, SC- to cope with Intimate situations 47.03, SC- to cope with situations of social Exposure 57.26, SC- to cope with situations demanding Assertiveness 53.42, and EI 134.68  | No  |
| Lee, J. Y.2020South Korea  | To evaluate whether a life skill program on school violence was effective among students. | N = 70 fifth-grade students from 4 schoolsExperimental = 35 (from 2 schools)Control = 35 (from 2 schools) | Quantitative (CCT)  | Students in experimental group engaged in a social skills training activities and received violence prevention skills including conflict resolution and positive interpersonal relationships, for 45 mins weekly over 12 weeks. Control group received no intervention.  | Face-to-face | Survey – Peer Competency Scale, attitudes toward school violence instrument, school violence instrument, and the Self-Control Rating Scale (SCRS)  | Improved peer competency and attitudes toward school violence, and decreased experience of school violence in the experimental group  | No  |
| Lee, M. J.2020 Taiwan  | To assess whether a life skills training (LST) program was effective among Taiwan school children.  | N = 2662 students from 39 elementary schoolsExperimental = 1307 (from 21 schools) Control = 1355 (from 18 schools) | Quantitative (RCT) | Students in experimental group were trained in 8 LST units, using workshop, online discussion forum LINE, and photo assessment activity over 27 class sessions in 3 semesters between December 2017 & May 2019. Control group received education as usual (EAU). | Face-to-face and online  | Questionnaire  | Significantly higher scores on cognitive reappraisals – (M = 30.47, SD = 7.64) among students in the experimental group compared to the control group – (M = 29.64, SD = 7.77). LST also influenced the reduction of depressive symptoms among males (M = 2.14, SD = 3.43), but not females in LST experimental group | No  |
| Maddah, D.2021Lebanon  | To investigate whether KHOTWA (STEP) sessions were effective in enhancing students’ wellbeing.  | N = 156 students in a private university Intervention = 78Control = 78 | Mixed method (Cohort analytic) | Intervention group engaged in Khotwa sessions as an elective academic course: *Life Skills for Youth*, where their behaviours, attitudes, knowledge, interaction with peers and decision-making skills as well as sleeping patterns, weight gain, and mental health state were evaluated within 20 online sessions – 3 hours per week for 10 weeks. Control group did not take the course but did the self-administered survey twice with a 3-month difference. | Online - due to COVID-19 pandemic | Questionnaire, focus group, students’ engagement, evaluation, and sessions’ content evaluation  | Significantly increased life skills, dietary habits, and mental health scores at the 3-month follow-up in the intervention group | No  |
| Mardiah, A. 2022Indonesia | To investigate whether the implementation of design thinking-STEAM-PjBL model was effective in developing transferable skills among pre-service chemistry teachers.  | N = 39 first-year undergradsMales = 5Females = 34 | Qualitative(Case study) | Students engaged in 5 stages of design thinking process (empathise, define, ideate, prototype, and test), and reflected on their content knowledge to understand the rising temperature in Jakarta as an issue to be resolved, and created products to solve the associated issues, over six online meetings (Dec 2021 - Jan 2022) due to Covid-19 pandemic.  | Online  | Semi- structured interviews, reflective journals, researcher's notes, and classroom observation  | Improved communication skills and creativity through informed and integrative thinking, and collaborative problem-solving activities. Also, better sense of empathy and responsibility for the environment and adaptability as independent learners. | No  |
| Mendo-Lázaro, 2018Spain  | To evaluate whether a cooperative learning approach influenced students’ social skills essential for teamwork and efficacy.  | N = 346 university students enrolled in Infant Education (IE) and Primary Education (PE)Experimental = 220 (IE = 104; PE = 116)Control = 126 (IE = 70; PE = 56) | Quantitative (Cohort analytic)  | Participating teachers received training on cooperative learning. Students in experimental group worked together, engaging in cooperative learning techniques to gain social skills. 50% worked cooperatively over 1 semester, and the rest over the whole 2015/16 academic year. Control group received no intervention.  | Face-to-face | Questionnaire -Involving the Social Skills of Teamwork Learning (CHSEA) | Improved social skills and student efficacy, interpersonal and teamwork competencies, as well as professional competencies in the experimental group  | No  |
| Moshki, M. 2014Iran | To assess whether a life skills training (LST) was effective in promoting preventative drug abuse behaviours among students.  | N = 60 universitystudentsIntervention = 30 Control = 30 | Quantitative(CCT) | Two one‐day Life Skill Training workshops held weekly for preventative drug abuse behaviour for the intervention group in second semester of 2007. Control group did not receive the intervention.  | Face-to-face  | Questionnaire  | LST significantly improved drug abuse preventative behaviours among students in the intervention group | No  |
| Rhee, H.2020South Korea | To examine whether an intervention program was effective in promoting social competencies of organisational life and interdisciplinary competencies of students in an engineering course.  | N = 5,815 undergrad students  | Quantitative (Cohort study) | Students engaged in ‘competencies for the Fourth Industrial Revolution’ (CFIR) and participated in ‘flipped classes’ activities through online videos and offline activities like peer-led discussions and problem-solving tasks that were based on online lectures to enhance self-direction and communication over 6 semesters from 2015 to 2018. | Face-to-face and online  | Questionnaire | Significantly improved leadership skills. Improved analytical thinking, interpersonal competency, professional attitude, and global mindedness. Improved creative attitudes in some of the semesters. No significant improvements in self-directed learning attitude, autonomy, and teamwork | No  |
| Sohrabi, T.2019Iran | To assess whether group play was effective in promoting communication skills among primary school students.  | N = 64 fifth-grade female students Experimental = 32 Control = 32  | Quantitative (CCT) | Experimental group undertook pre-selected group games for 6 weeks within 2 sessions of 60 minutes per week. Control group engaged in the standard curriculum.  | Face-to-face  | Questionnaire – Willingness *to Communicate* (WTC) scale | Improved communication skills in the experimental group  | No  |
| Sorensen, G. 2012 India  | To evaluate whether a school-based life-skills program was effective in promoting tobacco use control.  | N = 1851 secondary school students (Grade 8 and 9) Intervention = 1161 = 4.1% of 8th grade and 3.6% of 9th grade studentsControl = 690 = 8.7% of 8th grade students | Quantitative(Case control study) | Building awareness about tobacco hazards, developing life skills, and advocacy within ten 1-hour in classroom sessions and three out-of-classroom sessions per week for the intervention group. Control group not receiving treatmentGrade 8 - 1 year Grade 9 - 2 years | Face-to-face  | Questionnaire  | Intervention group weresignificantly more knowledgeable about tobacco and related legislation, reported more efforts to prevent tobacco use among others, and reported stronger life skills and self-efficacy than students in control schools. 30 days past intervention, the self-reported tobacco use in control students was twice as high as in intervention students  | No  |
| Stawiski, S.2017USA | To examine whether scrum practices were effective in developing engineering students’ twenty-first- century skills.  | N = 484 students Study 1 = 250 first-year students Study 2 = 234 students (125 students in the modified course, and 109 students in the standard course) | Quantitative (Case control study)  |  Study 1: Each team designed a prototyped robot, shared leadership role, worked across disciplines, and collaborated to problem-solve in 4 consecutive semesters from fall 2012 to spring 2014. Study 2: Students in modified classes engaged in scrum practices to build a project-based and an iterative learning design with a periodic reflection. Control group received standard course.  | Face-to-face   | Surveys and course grades | Study 1: Increased excitement to pursue a career in engineering and improvement in all leadership skills (problem-solving, collaboration, and self-awareness) assessed Study 2: Students in the modified course enjoyed the course more than those in the standard course. They also improved in all individual and team behaviours assessed  | No  |
| Tadjer, H.2020 Algeria | To investigate whether a problem-based learning environment was impactful on students’ soft and cognitive skills development.  | N = 28 students in a computer science master’s course | Quantitative (Cohort study) | Students in groups developed a software project to promote the skill of collaboration before a set deadline. Their soft skills were assessed in the design and implementation phases; and they presented their project afterwards. | Face-to-face and online  | Traces of students’ direct actions and semi-structured interface were used to record and measure students’ direct actions and indirect actions respectively  | Increased technical skills on software development, communication skills, time management skills, and initiative skills. No significant increase in curiosity skill  | No  |
| Tan, C. Y.2021Malaysia  | To assess whether classroom practices were effective on promoting student’s interpersonal soft skill integration.  | N = 429 final year diploma business students from 12 private higher institutions | Quantitative (Case study) | A range of activities which includes written assignments, discussions, presentations and tests/examinations that engaged students in groups to develop soft skills.  | Face-to-face  | Questionnaires | Significant increase in the integration of communication, teamwork, problem-solving and critical thinking skills  | No  |
| Wan Husin, W. 2016Malaysia  | To examine whether an integrated Science, Technology, Engineering and Mathematics (STEM) education program – BITARA-STEM, was impactful on student’s 21st century skills development.  | N = 125 secondary school students | Quantitative (Cohort study)  | Students undertook the BITARA-STEM Program for six days and in teams engaged in Project Oriented Problem Based Learning (POPBL) activities that are multi-disciplinary and student oriented to develop 21st century skills, higher-order thinking, and research skills.  | Face-to-face  | Questionnaire | Improved skills in digital age literacy, inventive thinking, and effective communicationNo improvement in spiritual values  | No |
| Wang, X. 2014China | To assess whether a new physical education (PE) program was effective in improving student’s social skills. | N = 98 female undergraduatesExperimental = 34 Control = 64 | Quantitative(CCT) | Unique PE program activities to improve social skills in experimental group. PE period per week, October 2010 to November 2011. Control group received traditional lessons. | Face-to-face  | Questionnaire  | Improved social skills of companionship (group × time) effect (F (1, 95) = 8.986, p < .01), self-control (F (1, 95) = 8.986, p < .01), self-disclosure (F (1, 95) = 9.708, p < .01), and adaptation (F (1, 95) = 7.086, p < .01) among the experimental group | No  |
| Whiteside 2017Australia  | To assess whether an Australian Aboriginal Family wellbeing (FWB) intervention was effective in building twenty-first century skills among social work students.  | N = 64 first year undergraduate students  | Mixed (Cohort study) | Students engaged in the 10 foundational topics of the FWB integrated into a core social work subject for first-year students, over 10 two-hour weekly workshops. Pre/post measures were used for evaluation.  | Face-to-face  | Questionnaire and Interviews   | Significant changes in pre/post measures indicate the relevance of the FWB in improving students’ wellbeing and promoting social competency skills.  | No  |
| Wurdinger, S.2015USA | To evaluate whether a Project Based Learning (PBL) course was effective in improving student’s life skills.  | N = 15 postgraduate students  | Mixed (Cohort study) | Students developed relevant in-depth projects over a 16-week period for 3 hours per week, to enhance life skills with PBL activities like book readings, discussions, signing project form, networking with peers and experts to complete project, report on project progress to large group and a 5 min presentation on final day. | Face-to-face  | Questionnaire and Interviews  | Improved life skills development in the areas of responsibility, problem solving, self-direction, communication, and creativity  | No  |
| Yan2019China | To evaluate whether an Australian Aboriginal Family wellbeing (FWB) is impactful in developing soft skills training among Chinese students.  | N = 29 second-year undergraduate Chinese students  | Mixed (Cohort study)  | Students undertook the FWB workshop for 2 hours weekly over 10 weeks in 2016. Pre/post measures were used for evaluation.  | Face-to-face and online   | Questionnaire and Interviews  | Statistically significant improvement in soft skills development. Relevance and acceptability of the FWB was also confirmed by participants.  | No  |