

MATTHIAS ERLANDSEN, PH.D.

[LinkedIn](#) – [Google Scholar](#) – [Personal Website](#)

matthias@erlandsen.ca – 416-789-0558

PROFESSIONAL SUMMARY

Doctor in Philosophy (Ph.D.) and expert researcher in Communication Sciences and International Relations, with over 30 academic publications only in the last 7 years (h-Index 6; i10-index 5). Previous experience at the University of Toronto. Experience in the public, private, not-for-profit, and education sectors. Fluent in English and Spanish, proficient in Portuguese.

CAREER EXPERIENCE

Program Chair and Researcher in International Relations

2022 – Present

Facultad Latinoamericana de Ciencias Sociales (FLACSO), Santiago, Chile.

Remote. Part-Time.

Reported to the General Director for Chile of the international organization, and led a multidisciplinary team of 5-7 people including non-academics and interns. **Initiated and directed the academic programme on International Relations**, which includes three executive diploma programmes on Third and Fourth Generation Human Rights, European-Latin American Relations; and Latin American Foreign Policy, with a student base of over 100 people in more than a dozen countries.

- **Developed and led a year-long academic research programme on gender (masculinities) and the foreign service**, which involved interviewing +100 Latin American diplomatic families from 14 countries in the region and qualitative analysis of the data (Atlas.ti). Results presented at five international conferences and awarded a USD 1,000 grant from the Latin American Studies Association. Also presented in a seminar chaired by the Undersecretary of Foreign Affairs of Chile, which led to the formal launch of Chile's Feminist Foreign Policy and contributed with evidence-based data in support of the appointment of the second female Secretary of Foreign Affairs of Mexico. Final version is to be published in 2024.
- **Produced and hosted more than 10 academic seminars**, both in-person and online, on current affairs in Latin America, reaching an international audience of over 3,000 people.
- **Established key partnerships with other governmental and academic institutions** to develop specific research agendas or launch tailor-made academic courses and programmes. Partners have included the Ministry of Foreign Affairs of Chile, the Diplomatic Academies of Argentina, Chile, Ecuador, Paraguay, and Peru, the Embassy of the United States in Chile, the Pontifical Catholic University of Salamanca in Spain, and the Institute of European Studies at the University of Gothenburg, Sweden.
- **Produced and hosted two seasons of the podcast "Mirada Latinoamericana,"** focusing on Latin American affairs. Interviewed 20 experts in different fields for the first season and another 7 experts for the second, with more than 1,000 reproductions in less than one year.
- **Conducted press interviews for media** (TV, radio, press, and online) in Chile and other Latin American countries (Venezuela, Colombia, Argentina, Brazil) to analyze international current affairs in the region. **Published op-eds** in printed and digital news outlets in Chile.

Regional Lead, The Americas

2023 – 2024

University of Toronto, Ontario.

Hybrid. Permanent. Full-Time.

Reported to the Director of International Relations at the Office of the Vice-President, International.

- Responsible for the institutional relations with governments and academic institutions in the Americas (Latin America, the United States, and the Caribbean region).
- Coordinated academic partnership, building including collaborations and activities.
- Prepared briefing notes, other intel documents, and advised the Office of the President and the Vice-President, International before any travel to the region or meetings with authorities.
- Supported academic partnerships with the Historically Black Colleges and Universities (HBCUs).
- Coordinated activities with the President's International Council in Latin American and the Caribbean.
- Supported initiatives with the Great Lakes Higher Education Consortium and the Canada-Caribbean Institute.
- Advised on research funding opportunities for Canadian faculty members across the region.
- Provided partnership recommendations and assessed external requests.

Adjunct Lecturer

2016 – 2022

Matthias Erlandsen, Ph.D.

Universidad del Desarrollo, Santiago, Chile.

On-Site, Remote, Hybrid. Part-Time.

Department of Corporate International Relations.

Reported to the Deputy Director of Extradisciplinary Training and the Academic Subdirector for Global Affairs. **Designed and taught undergraduate courses** on 'Digital Diplomacy & Nation Branding', 'Place Branding', 'Terrorism & Counterterrorism', 'Human Migration in Latin America' and 'Diplomacy in the 21st Century', which were offered both in English and Spanish for a total of over 100 students per semester.

- **Re-designed every course to be taught online** during the pandemic, which allowed people from countries in Asia and Europe to participate through exchange programmes.
- Led a team of 3 teaching assistants every semester.

University of Chile, Santiago, Chile.

On-Site, Remote. Contract.

Faculty of Physical and Mathematical Sciences of the University of Chile.

Department of Outreach.

Reported to the Deputy Director of School Outreach and Early Training. **Designed and taught online short courses** (2-4 weeks) on Diplomacy and International Relations for groups of 40-50 high-school students aged 12-18.

- The courses included in-person **visits (when permitted) to Diplomatic Missions, Departments of the Ministry of Foreign Affairs of Chile, and master classes** with ambassadors or diplomats posted abroad, as well as diplomats stationed in Chile.

Policy Officer

2019

Global Affairs Canada, Santiago, Chile.

On-Site. Temporary Full-Time.

Embassy of Canada in Chile Foreign Policy and Diplomacy Services (FPDS) Section.

Reported to the Ambassador, Communications Attachée, Senior Trade Commissioner, and Political Counsellor. Originally tasked with **creating and launching the digital communications strategy** to promote Canada's participation in the 29th annual Asian-Pacific Economic Cooperation (APEC) summit and at the 25th United Nations Conference of the Parties (COP25) to be hosted in Chile, which was to include the visit of the Prime Minister of Canada and other high-level authorities. Both conferences were cancelled due to social and political unrest in the country.

- **Built new networks between the Embassy of Canada in Chile and academics and policymakers**, and strengthened existing relations, particularly between the Political Counsellor and Members of Congress, political analysts, and presidents and deans of local universities.
- **Wrote a daily briefing offering analysis on Chile's** social unrest which was distributed to the Latin America Desk at headquarters in Ottawa.
- **Drafted policy analyses and suggested Canada's positions** on, contributions to and partnerships with Chile in areas such as gender equality, 2SLGBTQI+ and indigenous rights, environmental protection, economic and trade development, and scientific and academic relations.
- **Developed the digital advocacy strategy** to encourage Chile's approval of the Comprehensive and Progressive Agreement for Trans-Pacific Partnership (CPTPP).
- **Collaborated in the media outreach for Canada Day 2018** covered by TV, print, and online media, and involved a special 8-page insert in Chile's main national newspaper. The event was attended by more than 500 people, including heads of diplomatic missions, Chilean politicians, business representatives, academics, scientists, and opinion leaders.
- Speechwriter for the ambassador.

Communications Officer

2015 – 2017

Columbia Global Centers Chile, Santiago, Chile.

On-Site. Full-Time.

Reported directly to the Country Director, and occasionally to the New York City team, working collaboratively in a cluster of 4 people, and sporadically with the teams in Brazil, China, France, India, Jordan, Kenya, and Tunis. **Counselled in the design and later managed the communications and public relations of Columbia University's Chile office**, which resulted in a return over the impact (ROI) of **+\$1 million USD each year** through more than 200 media appearances of Columbia's academics, research and collaborations in Chilean TV, radio, print, and online media outlets.

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- **Compiled, built, managed, and updated a database of more than 2,000 key stakeholders** systematized in more than 20 sectors to better target the promotion of Columbia Global Centers' activities.
- **Produced, organized, and oversaw the logistics of the visit of high-level authorities** such as former President of Chile Michelle Bachelet to the New York City campus and one of Columbia's research vessels on the coast of Chile, as well as several master classes of Ministers of Finance and Economy, Education, Environment, and Science at Columbia University in New York City.
- **Arranged 1-2 academic panels per month** which involved visits and exchanges between Columbia University's professors and researchers and their Chilean counterparts. Each event and visit included media outreach and meetings with government policymakers.
- Prepared bi-annual pre-departure events for Columbia University's new Chilean students, hosting 15-20 people in small receptions.
- Planned yearly alumni reunions, bringing together alumni who graduated between 1969 and 2017, aimed at academic and business network-building and the establishment of four projects financed by the Columbia University President's Global Innovation Fund.

Communications Officer

2014

Municipal Board of Peñalolén, Santiago, Chile.

On-Site. Full-Time.

Reported to the Director of Communications under the Municipality's Manager. Peñalolén is one of the 52 municipalities of Chile's Santiago Metropolitan Region, serving 270.000 inhabitants, managing 15 public education centres and 14 community health centres.

- **Reported on the field, and wrote pieces of news** on the Municipality's activities that were included in press releases distributed among media outlets.
- **Designed, curated, and launched a bi-weekly internal newsletter for the Departments of Education and Public Health.**
- **Planned and executed corporate events** serving residents of Peñalolén.

Digital Client Executive / Corporate Client Executive / Public Affairs Executive

2012 - 2013

Burson-Marsteller, Santiago, Chile.

On-Site. Full-Time.

Reported to the Director of Digital Affairs, Public Relations Affairs, and Public Affairs. Worked in a team of 8 professionals from multiple disciplines.

- **Wrote content and managed the digital communities** on Facebook and Twitter **for multinational companies** in the food & beverage, technologies, telecommunications, and utility services industries.
- **Managed a team of two online community managers**, approving **weekly plans for digital communications and community engagement** at a time when Facebook and Twitter began their popularity in Chile. **Consolidated the presence of the company's brands and products**, making them pioneers in establishing communities of followers on social media.
- **Established and grew the community of social media influencers** who became brand ambassadors, a concept that did not exist as such at the time.
- **Drafted and informed weekly and monthly quantitative and qualitative reports of metrics and key performance indicators** for the social media channels of our clients.
- Wrote pieces of news and press releases for multinational companies in the health, finances, and chemical and consumer goods industries.
- Managed the record of clippings for the clients under my responsibility.
- Positioned and then accompanied Corporate Executives to interviews with the local media.
- **Developed and launched the media positioning strategy** for the Director of Investment Strategy for Latin America and Iberia of a multinational investment management company, who then became one of the most influential figures in the Chilean financial market and a member of the advisory council of the Minister of Finance.
- **Changed the company's corporate policy** and for the first time they offered **pro-bono advice** to clients in the third sector (NGOs). Recruited Fundación Iguales (LGBT rights) as a pro-bono client, and **designed traditional media training and social media training** for its directors. Specifically trained 1-on-1 the spokesperson. Established work sessions and **lobby meetings with Chilean politicians**, and advised on the talking points for the advocacy campaign of the Anti-Discrimination,

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Civil Union, and Gender Identity Acts, and the Marriage Equality Bill being discussed in Chile's Parliament, all of which were passed between 2013 and 2021.

EDUCATIONAL BACKGROUND

Ph.D. in Communication Sciences <i>Pontifical Catholic University of Chile, Santiago, Chile.</i>	2018 - 2021
Master in Communication Sciences <i>Pontifical Catholic University of Chile, Santiago, Chile.</i> (Intermediate degree awarded as part of the doctoral candidacy)	2018 - 2019
Master in International Studies <i>University of Chile, Santiago, Chile.</i>	2015 - 2017
Post-Graduate Diploma in Communications & Public Policy <i>University of Chile, Santiago, Chile.</i>	2014
Bachelor in Social Communication <i>Pontifical Catholic University of Chile, Santiago, Chile.</i> (Title of Journalist, Mayor in Social Communications, Minor in International Relations)	2008 - 2012
Student Exchange Program <i>Arthur L. Carter Journalism Institute, College of Arts & Science, New York University, New York City, NY, United States.</i>	2009 – 2010
Bachelor in Journalism <i>Diego Portales University, Santiago, Chile.</i> (Transferred to Pontifical Catholic University of Chile)	2006 – 2007

All U.S. and Canadian equivalencies were granted through WES (World Education Services) Verified International Academic Qualifications: <https://matthias.erlandsen.ca/wes>

SELECTED PUBLICATIONS

Full list of publications can be found in Google Scholar.

- Erlandsen, M., Hernández-Garza, M.-F., & Schulz, C.-A. (2021). Madame President, Madame Ambassador? Women Presidents and Gender Parity in Latin America's Diplomatic Services. *Political Research Quarterly*, 74(2), DOI: 10.1177/1065912921997922
- Dammert, L. & Erlandsen, M. (2020). Migración, medios y miedos en la elección presidencial en Chile (2017). *Revista CS*, 31, DOI: 10.18046/recs.i31.3730
- Erlandsen, Matthias. (2021). La diplomacia pública digital como nueva herramienta de la política exterior. In C. Bywaters, D. Valenzuela, & A. Villar. (Eds.), *Nuevas Voces de Política Exterior: Chile y el mundo de la era post-consensual*. (pp. 190-201). Santiago, Chile: Fondo de Cultura Económica.

ACADEMIC AFFILIATIONS & PROFESSIONAL MEMBERSHIPS

- Asociación Chilena de Ciencia Política – ACCP.
- Asociación Chilena de Especialistas Internacionales – ACHEI.
- Canadian International Council – Toronto Branch – CIC.
- Canadian Political Science Association – CPSA/ACSP.
- European Communication Research and Education Association – ECREA.
- International Association for Media and Communication Research – IAMCR.
- International Communication Association – ICA.
- International Studies Association – ISA.
- Latin American Studies Association – LASA.

Matthias Erlandsen, Ph.D.

- Research Associate at EU Diplomacy Future 4 Digital Age at the Institute of European Studies of the Pontifical Catholic University of Salamanca.
- World International Studies Committee – WISC.
- Young International Affairs Professionals – YIAP.

TECHNICAL SKILLS & OTHER ASSETS

Academic Software for Research, Analysis and Reporting: Atlas.ti, EndNote, LaTeX, Nvivo, Qualtrics, R-Software, Scrivener.

Data Storage: FTP Servers, Google Drive, OneDrive, SharePoint.

Office Software: Microsoft Office (Word, Excel, PowerPoint, Outlook, Teams), Google Suite (Docs, Sheets, Slides, Calendar), Apple Suite (Keynote, Pages, Numbers).

Video-Conference Tools: Cisco-WebEx, Google Meet, GoTo Meeting, Zoom.

Web Design: HTML Code, WordPress.

Other Assets: Chilean passport with valid visas for the United States, Latin America (except for Cuba & Venezuela), and Europe (including the Schengen Area and the United Kingdom), Chilean Driver's Licence which allows to drive in Latin America; Ontario G Driver's Licence; Canadian Pleasure Craft Operator Card (PCOC) holder; Permanent Residency in Canada.

VOLUNTEER EXPERIENCE

Member of the Board of Directors

2024

United Nations Association in Canada, Toronto Region Branch.

The United Nations Association in Canada Toronto Region Branch (UNACTO) is a volunteer-based division of the United Nations Association in Canada (UNA-Canada) which is a historic, national charitable organization, established in 1946. UNA-Canada is a founding member of the World Federation of United Nations Association (WFUNA) and today holds its elected Vice-Chair representing global civil society. UNACTO is dedicated to elevating the principles of the UN Charter and to accomplishing the 17 Sustainable Development Goals through innovative programming.

- Participated in the discussion to **establish mission, values, strategic priorities and performance assessment standards.**
- **Oversaw selection and evaluation of the branch President.**
- **Maintained oversight over policies and systems.**
- **Ensured the organization secured sufficient funds** to achieve objectives.
- **Led and support** community relations.

Tutor of Elementary School Students

2021 – 2022

Fundación Letra Libre.

Reported to the regional director of volunteers. Fundación Letra Libre is a non-for-profit organization in Chile that since 2020 connects volunteer tutors with non-reading students in 1st, 2nd, and 3rd grade, accompanying them in a personalized way in the literacy learning process.

- **Tutored one student for two consecutive years**, taking him from not knowing the alphabet to a reading level with basic understanding and a readable handwriting.
- The student belongs to a poorly constituted family, in very precarious conditions, with little support in his educational process.
- The **tutorials were online, during a period of pandemic and mandatory confinement**, which added several layers of difficulty to this experience, especially in getting the student to focus for **50 minutes twice a week** on a study habit that his family did not enforce, as well as making sure he had access to the internet and study materials.

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Director of Communications

2015 – 2016

Fundación Hay Mujeres.

Reported to the President of the foundation. Fundación Hay Mujeres is a non-for-profit organization in Chile that advocates for the media visibility of women experts in different fields mostly occupied by men.

- In charge of the communications and public relations for the organization; **designed and launched their first official website, and designed the social media communication strategy.**
- Kept the directory and database of **+400 expert women in >50 different fields.**
- **Organized a media training** in partnership with National Television of Chile (TVN in Spanish) for back then little-known expert women who later became **important public figures**, such as the Minister of Environment (Maisa Rojas), the National Prosecutor (Ximena Chong), and the President of the Constitutional Convention of 2022 (Elisa Loncón).
- **Designed and launched the campaign of Male Ambassadors of Hay Mujeres**, which gathered local renown male politicians, academics, artists, scientists, and decision-makers supporting the cause and committing to provide spaces within their fields so other women could have a share, representation, and voice. The campaign has been replicated every year after.
- **Designed the social media campaign “Panel de Hombres” (“All Male Panel”)**, raising awareness of public events where no women were invited as experts in the topic. The campaign was also replicated in Argentina, Brazil and Mexico by other similar organizations.
- Led team of 2 other people.

Tutor of Spanish for Refugees to Chile

2012 – 2013

Jesuit Refugee Service.

- **Designed, tested, and implemented pedagogic materials** for teaching Spanish to people of several different countries, social contexts, and cultures, including persons from Afghanistan, China, Haiti, Kosovo, and Palestine.
- Each semester taught **weekly lectures** for four groups of 5-7 students with no knowledge of the Spanish language (or even the Latin alphabet) who were able to achieve a basic command of Spanish, that in turn allowed most of them to find employment.

Director of Internal Communications

2006 – 2008; 2010

Un Techo Para Mi País (now TECHO, Latin American Not-For-Profit Organization based in Chile).

Reported to the Director of Communications for Latin America. **Tasked with multiple challenges** in the areas of communications, fundraising, social research, and volunteer engagement.

- **Designed, developed, tested, and launched a Spanish, English, and Portuguese internal communications bulletin** to inform and engage +2,000 volunteers and employees in 12 countries.
- **Built around 120 units of emergency housing** in Argentina, Brazil, Chile, Colombia, Costa Rica, Ecuador, El Salvador, Guatemala, Mexico, Peru, and Uruguay.
- **Researched and presented the feasibility analysis for the opening of the local office in Panama**, which involved 6 months of analysis of the social, political and economic situation, development of focus groups both in Chile and in Panama with college students, non-profit directors, policymakers, editors of media outlets, potential donors, and emergency-house suppliers in Panama, as well as one visit to explore some of Panama’s most vulnerable communities. The office in Panama was opened in 2010, gathering more than 5,000 volunteers, that have assisted over 1,500 families in overcoming extreme poverty and housing problems in 15 zones of the country.
- Participated in the **management of travel and hosting logistics** for the participants at the First Latin American Summit of Volunteers in Buenos Aires, Argentina in 2006, which was attended by 30-35 people from 12 different countries. Collaborated in the **media outreach** of the event.
- After experiencing on the field a major earthquake (8 points on the Richter scale) in Peru, collaborated in the **design of a communications strategy and fundraising campaign** that resulted in more than USD 400K, over 500 emergency houses built, and more than 1,000 volunteers mobilized.
- Acted as **liaison between the organization and key stakeholders in New York City** to raise funds and boost the communication campaign after the earthquakes in Chile and Haiti in early 2010.

INTERESTS & HOBBIES

- **Amateur rugby union player** at the Toronto Buccaneers Club. Right-winger. Practice twice a week all year round and match on Saturdays during the rugby season (June – October in Canada, September – February in Chile). Former wing three-quarter at the Rugby Club Francés in Santiago, Chile.
- **Cookbook collector** with a set of +60 texts from different cultures (from Amish Cuisine to Modern Art Desserts). Every time I travel to a new place, I come back with a cookbook, which allows me to remember the experience, learn about that local culture, and improve my cooking and hosting skills.
- Founding member of an **online Men's Circle** that gathers weekly 5-8 people from 5 countries. The group was created in mid-2020 to combat isolation, maintain a good level of mental health, hold ourselves accountable in our exercise and leisure routines, and discuss everyday issues related to the challenges of being a man today. I am the only member who has personally met two others in the group.

CREDENTIAL EVALUATION AND AUTHENTICATION REPORT

Name: ERLANDSEN LORCA, Matthias
Date of Birth: December 05, 1987

Date : July 28, 2023
Ref#: 6058990/JA
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CANADIAN EQUIVALENCY SUMMARY

Bachelor's, three master's degrees and earned doctorate

CREDENTIAL ANALYSIS

- | | |
|-----------------------------------|--|
| Name on Credential: | ERLANDSEN LORCA, Matthias |
| Credential Authentication: | <i>Documents were sent directly by the institution</i> |
| Country or Territory: | Chile |
| Credential: | Título de Periodista
(Title of Journalist) |
| Year: | 2012 |
| Awarded By: | Pontifical Catholic University of Chile |
| Status: | Recognized Institution |
| Admission Requirements: | <i>Licencia de Educación Media</i>
(Certificate of Secondary Education) |
| Length of Program: | Five years |
| Major: | Journalism |
| Canadian Equivalency: | Bachelor's and master's degree |



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CREDENTIAL EVALUATION AND AUTHENTICATION REPORT

Name: ERLANDSEN LORCA, Matthias
Date of Birth: December 05, 1987

Date : July 28, 2023
Ref#: 6058990/JA
Page: 2 of 3

2. **Name on Credential:** ERLANDSEN LORCA, Matthias
Credential Authentication: Documents were sent directly by the institution
Country or Territory: Chile
Credential: Titulo de Magister
(Title of Master)
Year: 2017
Awarded By: University of Chile
Status: Recognized Institution
Admission Requirements: University Degree
Length of Program: One year
Major: International Studies
- Canadian Equivalency:** Master's degree
3. **Name on Credential:** ERLANDSEN LORCA, Matthias
Credential Authentication: Documents were sent directly by the institution
Country or Territory: Chile
Credential: Título de Magister
(Title of Master)
Year: 2019
Awarded By: Pontifical Catholic University of Chile
Status: Recognized Institution
Admission Requirements: University Degree
Length of Program: One year
Major: Communication Sciences
- Canadian Equivalency:** Master's degree



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CREDENTIAL EVALUATION AND AUTHENTICATION REPORT

Name: ERLANDSEN LORCA, Matthias
Date of Birth: December 05, 1987

Date : July 28, 2023
Ref#: 6058990/JA
Page: 3 of 3

4. **Name on Credential:** ERLANDSEN LORCA, Matthias
Credential Authentication: *Documents were sent directly by the institution*
Country or Territory: Chile
Credential: Título de Doctor
(Title of Doctor)
Year: 2021
Awarded By: Pontifical Catholic University of Chile
Status: Recognized Institution
Admission Requirements: *Licenciado*
(Licentiate), or equivalent
Length of Program: Two years
Major: Communication Sciences
Canadian Equivalency: Earned doctorate



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WORLD EDUCATION SERVICES (WES) EVALUATION SCOPE

World Education Services (WES) evaluates formal educational credentials. WES does not evaluate non-academic study or work experience. WES evaluations are based upon the best information and resources available to professional evaluators. WES evaluations are offered as non-binding advisory opinions.

Evaluations for Professional Licensing/Certification: Only authorities qualified in the profession can determine whether an individual meets the requirements for licensing or to practice the profession in Canada.

WES EVALUATION TERMS (in order of appearance on the report)

Name on Credential: This is an indication of the name on the credential received for evaluation. When names are different, it is the responsibility of the user of the report to establish that the different names belong to the same individual.

Credential Authentication: Evaluations prepared by WES specify the manner in which each document was authenticated. The WES method used to authenticate academic documents depends on what is appropriate for the specific country and level of education. WES authenticates academic documents using one of the following methods:

- We require that official transcripts be sent to WES directly by the issuing institutions or examination bodies.
- OR
- We require that relevant government authorities (for example, Ministry of Education) authenticate official transcripts and send them directly to WES.
- OR
- We send documents submitted by individuals back to the issuing institution/examination bodies for verification and obtaining a written confirmation of authenticity.

Admission Requirement: The official requirement for admission into the program.

Length of Program: The standard length of time to complete the program.

Grades/Quality Points: WES uses an alphabetic system to identify grades. The standard WES conversion of letter grades into a numerical scale/quality points is as follows: A = 4.00; A- = 3.67; B+ = 3.33; B = 3.00; B- = 2.67; C+ = 2.33; C = 2.00; C- = 1.67; D+ = 1.33; D = 1.00; D- = .67; F = 0; F* = (see below); R* = (see below).

- "F*" indicates a course that was failed initially, but passed on a subsequent attempt. It is not included in the GPA calculation.
- "R*" indicates a course that was passed initially, but was retaken for grade improvement. It is not included in the GPA calculation.
- "Pass" is not included in the cumulative GPA. For study completed at the undergraduate level, it corresponds to at least a "C." For graduate and professional study, "Pass" corresponds to at least a "B."

Grade Point Average (GPA): The GPA is calculated by multiplying the number of course credits for each course by the quality points for the grade received in that course. The calculation is repeated for each course. The total of the credit hour quality points are then divided by the total number of course credits.

Course Level Designation: The designation "U" (upper) or "L" (lower) for a course at the undergraduate level is an indication of its level.

Credit Recognition and Transfer: The Course-by-Course analysis represents a breakdown of post-secondary study in terms of Canadian semester credit and grade equivalents. The number of credits accepted for transfer to a degree program or towards a professional license in Canada may vary from those listed in this report in accordance with the policies of the receiving educational institution or licensing body.

For questions or comments about this evaluation report, please visit wes.org/ca/contact.

WES is a member of the Alliance of Credential Evaluation Services of Canada (the Alliance) canalliance.org.

IELTS Academic





Matthias Erlandsen Lorca, Friday 11 December 2020

English UC

Reference: A3-CL035-S-4678624

This test has been completed.

Results

 Listening	8.5
 Reading	8.0
 Writing	7.5
 Speaking	7.5
Overall	8.0

Very Good User

The test taker has fully operational command of the language with only occasional unsystematic inaccuracies and inappropriate usage. They may misunderstand some things in unfamiliar situations. They handle complex and detailed argumentation well.

Your scores explained:

 Listening	8.5
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Test takers at Band 8 can typically follow extended speech involving complex and detailed argumentation. They can identify and process language and grammar automatically, and so are able to concentrate on the development of the overall meaning

of what is said by a speaker or speakers. They can understand a wide range of vocabulary, including idiomatic language and fixed phrases or unusual collocations, as well as technical and academic language.

How to improve:

Listen to discussion programmes, especially those on abstract topics you're less familiar with, without pausing or repeating the recording. Try to predict how the conversation might develop, then see if you're correct. Make it a point to notice how the speakers express and qualify their opinions, noting ways they say things that make their arguments particularly effective. Where speakers have different points of view, notice how they respond to one another's comments. Use strategies to infer ideas and meanings that are not directly stated. Afterwards, try to reconstruct the discussion to yourself, to check how much you have understood.

 Reading

8.0

Test takers at Band 8 can typically deal effectively with a variety of factual and opinion-based texts that are often complex and dense with information. They are skilled at using their very wide vocabulary knowledge to create meaning, from sentence level to text level, on a range of general, specialised, and technical topics. They are good at following complex arguments and distinguishing between main ideas and supporting details, and at understanding attitude, opinion and implication. They are good at using appropriate reading strategies, such as skimming and scanning, and at synthesizing information and drawing inferences.

How to improve:

Your reading skills are already quite good. Continue to develop your awareness of how to read different types of texts differently. What features does that particular type of text typically have? How is information structured and arranged in such texts? Use your knowledge of these and approach the reading task in an appropriate way. Limit the amount of time you give yourself to read a text. As an exercise, try to find several texts on the same topic so that you can compare opinions, views, definitions and conceptualisations of ideas. Academics often make fine distinctions, so see if you can determine these. You may even try to see if you can capture those differences by writing a one sentence summary.

 Writing

7.5

Test takers at this band can typically produce a clear overview of the graph or a clear viewpoint throughout the response. All parts of the task are covered. Test takers can support their main ideas with details and examples, although these might be too general and lack focus. The writing is well-organised and leads logically to its conclusion. They can use a variety of linking words, with some over- or under-used. In Task 2 every paragraph has one main topic. They can flexibly use a range of vocabulary and some less common words with some style, despite occasionally choosing the wrong word or making mistakes in spelling or in the form of a word. They are able to use a variety of complex sentences, and many of their sentences are correct. However they still make a few mistakes with grammar and punctuation.

How to improve:

Practice producing different types of writing. When writing informational and argumentative pieces, take care to develop your points thoroughly, providing as many relevant supporting ideas and details as necessary. Don't develop your points separately. Instead, ask yourself: how might I develop my idea so that it logically leads me to my next idea? Then, also ask yourself: does my use of paragraphing help to highlight the flow of my ideas? Have I also used other means besides paragraphing to do this? Use a good variety of structures, choosing appropriate ones to help the overall effect of your writing. Also try to use a wide range of vocabulary when you write, always using the best possible word. For words and phrases that are newer to you, look them up online to see how other writers use them and what other words they often appear together with. Finally, check your writing, paying special attention to those words and grammar structures you're not as confident about.

 Speaking

7.5

Test takers at this band can typically speak with ease, clearly and at length, although with some repetition, self-correction, or hesitation to search for words or grammar. Speaking is generally well-organised, and ideas are generally clear and well linked. They use a range of vocabulary to discuss a variety of topics, and can use some less common or idiomatic vocabulary, although not always accurately. They can paraphrase well if needed. They can use a range of grammar structures. Sentences are frequently accurate, although there are some errors. Pronunciation is generally natural and clear, but with occasional problems. They are usually easy to understand, and their accent does not have much effect on understanding.

How to improve:

Talk to other people about abstract and difficult current issues. Focus on delivering your ideas well in presentations and discussions, minimising hesitation as much as possible. Ask yourself: Am I arranging and conveying my thoughts in the best possible way? Am I using the best possible words and phrases that I know to express my ideas? How can I vary my delivery so that my ideas are understood better? Then work on those things you're not completely happy with yet. Continue reading and listening to natural English language materials and TV to note precise words and particularly effective ways of saying things. Think about how you might use these yourself.

- Hide score explanation

Please note

If you need your results to be sent to an institution, please fill in an application form. You will receive that form by email when your results are ready.