Are They Ready?

Preparing Learners for the Future of Work

Dr. Katie Linder
https://drkatielinder.com

This is Lucy.

b. May 5, 2020

This is Lucy.

At the age of 18, she will almost certainly:

- be driving an electric vehicle (or being driven by one)

- be wearing technology on a daily basis that directly improves her life and well being

- be experiencing augmented reality as part of her educational experience on a regular basis

- be preparing for a job that doesn't yet exist

This is Lucy.

The estimated cost of four years of college for Lucy to prepare for her future work is:

$460k - $611k (depending on whether attending public or private)

This is Lucy.

She has a 50% change of living to be over 105 years old

Given this, it is possible that she will work well into her 80s

For Lucy, the concept of a 60-year curriculum (at least six decades of employment) is very real

Today's Agenda

- **Review** social and economic contexts for workplace changes that are impacting the future of work

- **Preview** ten skills students (and instructors) need to develop in order to stay current

- **Explore** the ways that higher education stakeholders can respond to keep our learning environments relevant for the future of work

- **Develop** strategies for making learning intentional and meaningful in the midst of rapidly changing educational expectations

What have you experienced in your life that your great-grandparents wouldn't have believed was possible?

Social and Economic Contexts

Growth of Gig Work

36% of US workers are now involved in the gig economy

Social and Economic Contexts

Growth of Gig Work
36% of US workers are now involved in the gig economy

Rise of Millenials
75% of the global workforce will be millenials by 2025

Social and Economic Contexts

Growth of Gig Work
36% of US workers are now involved in the gig economy
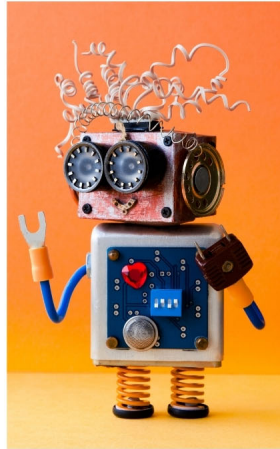

Rise of Millenials
75% of the global workforce will be millenials by 2025

Flexible Work
80% of large US companies plan to switch to a flexible workforce

Social and Economic Contexts

Automation
64% of workers would trust a robot more than a manager

Social and Economic Contexts

Automation
64% of workers would trust a robot more than a manager

Up/Re-skilling
42% of companies increased upskilling/reskilling efforts after the pandemic started

Social and Economic Contexts
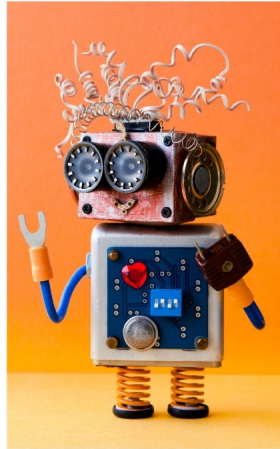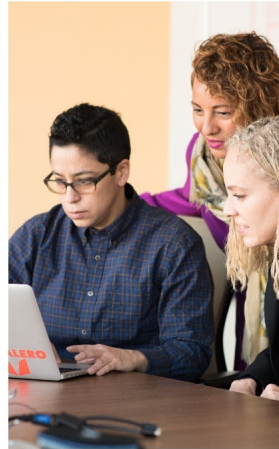
Automation
64% of workers would trust a robot more than a manager

Up/Re-skilling
42% of companies increased upskilling/reskilling efforts after the pandemic started

Social Skills
Conversation increases performance by **20%**

Social and Economic Contexts

Rethinking Structure
Unproductive meetings waste **300 hours a year** per worker

Social and Economic Contexts

Rethinking Structure
Unproductive meetings waste **300 hours a year** per worker

Revisiting Limits
Work overload lowers productivity by **68%**

Social and Economic Contexts

Rethinking Structure
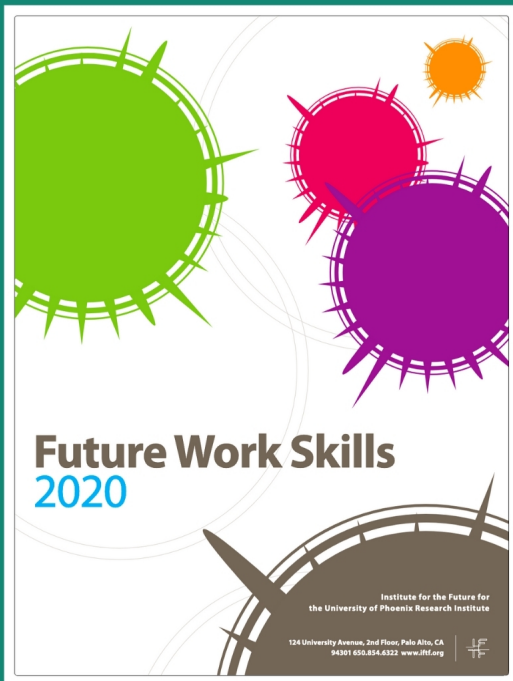Unproductive meetings waste **300 hours a year** per worker

Revisiting Limits
Work overload lowers productivity by **68%**

Assessing Meaning
70% of employees are disengaged at work

How has your work and professional life changed or evolved in the last 10-20 years?

Future Work Skills
2020

Institute for the Future for
the University of Phoenix Research Institute

124 University Avenue, 2nd Floor, Palo Alto, CA
94301 650.854.6322 www.iftf.org

Ten Skills for the Future of Work

11 high-impact practices

1. First-year seminars & experiences
2. Common intellectual experiences
3. Learning communities
4. Writing-intensive classes
5. Collaborative assignments & projects
6. Undergraduate research
7. Diversity and global learning
8. Service learning
9. Internships
10. Capstone courses and projects
11. ePortfolios

Sensemaking: The ability to determine the deeper meaning or significance of what is being expressed.

Ten Skills for the Future of Work

Sensemaking: The ability to determine the deeper meaning or significance of what is being expressed.

Computational thinking: The ability to translate vast amounts of data into abstract concepts and to understand data-based reasoning.

Ten Skills for the Future of Work

Sensemaking: The ability to determine the deeper meaning or significance of what is being expressed.

Computational thinking: The ability to translate vast amounts of data into abstract concepts and to understand data-based reasoning.

Cognitive load management: The ability to discriminate and filter information for importance, and to understand how to maximize cognitive functions.

Ten Skills for the Future of Work

Interdisciplinary mindset: Literacy in and ability to understand concepts across multiple disciplines.

Ten Skills for the Future of Work

Interdisciplinary mindset: Literacy in and ability to understand concepts across multiple disciplines.

Novel and adaptive thinking: Proficiency at thinking and coming up with solutions and responses beyond that which is rote or rule-based.

Ten Skills for the Future of Work

Interdisciplinary mindset: Literacy in and ability to understand concepts across multiple disciplines.

Novel and adaptive thinking: Proficiency at thinking and coming up with solutions and responses beyond that which is rote or rule-based.

Social intelligence: The ability to connect to others in a deep and direct way, to sense and stimulate reactions and desired interactions.

Ten Skills for the Future of Work

Interdisciplinary mindset: Literacy in and ability to understand concepts across multiple disciplines.

Novel and adaptive thinking: Proficiency at thinking and coming up with solutions and responses beyond that which is rote or rule-based.

Social intelligence: The ability to connect to others in a deep and direct way, to sense and stimulate reactions and desired interactions.

Cross-cultural competency: The ability to operate in different cultural settings.

Ten Skills for the Future of Work

Digital literacy and information fluency:
The ability to critically assess and develop content that uses new media forms, and to leverage these media for persuasive communication.

Ten Skills for the Future of Work

Digital literacy and information fluency:
The ability to critically assess and develop content that uses new media forms, and to leverage these media for persuasive communication.

Design thinking: The ability to represent and develop tasks and work processes for desired outcomes.

Ten Skills for the Future of Work

Ten Skills for the Future of Work

Digital literacy and information fluency: The ability to critically assess and develop content that uses new media forms, and to leverage these media for persuasive communication.

Design thinking: The ability to represent and develop tasks and work processes for desired outcomes.

Virtual Collaboration: The ability to work productively, drive engagement, and demonstrate presence as a member of a virtual team.

---

11 high-impact practices

1. First-year seminars & experiences
2. Common intellectual experiences
3. Learning communities
4. Writing-intensive classes
5. Collaborative assignments & projects
6. Undergraduate research
7. Diversity and global learning
8. Service learning
9. Internships
10. Capstone courses and projects
11. ePortfolios

In Breakouts:

Do you agree that these skills are needed today?

What other skills would you add to this list?

Where do these skills already show up in your classroom?

What is the role of higher education in the future of work?

Talk with employers about what learners need to know.

Partner with industry consistently and repeatedly to discuss what our learners need to know to stay relevant.

Build "credegrees" that allow students to earn as they go.

Incorporate credentialing into degree programs to offer learners transferable milestones as part of their education

What is the role of higher education in the future of work?

Create 60-year curriculum opportunities.

Rethink what it looks like to offer learning opportunities for workers at all stages of their careers.

Educate ourselves and up/re-skill as needed.

Create internal development opportunities for faculty and staff to keep learning in their fields and disciplines.

What is the role of higher education in the future of work?

Be nimble with creating and changing programs of study.

Assume that programs will be relevant for several years rather than several decades.

Leverage university systems to support learner records.

Update systems so that students can track their learning across programs and courses in credit and noncredit realms.

Change is about learning.

What are you currently choosing to learn more about in your profession?

How can we make learning intentional & meaningful?

Help learners understand their values.

By identifying their values, learners can better understand what kind of unique contribution they want to make.

How can we make learning intentional & meaningful?

Help learners understand their values.

By identifying their values, learners can better understand what kind of unique contribution they want to make.

Directly connect learning with job readiness.

Embed learning outcomes in each course that are directly transferable to a learner's résumé or professional portfolio.

How can we make learning intentional & meaningful?

Help learners understand their values.

By identifying their values, learners can better understand what kind of unique contribution they want to make.

Directly connect learning with job readiness.

Embed learning outcomes in each course that are directly transferable to a learner's résumé or professional portfolio.

Create authentic learning assessments.

Directly connect student learning assessments to workplace scenarios and experiences.

How can we make learning intentional & meaningful?

Help learners understand their values.

By identifying their values, learners can better understand what kind of unique contribution they want to make.

Directly connect learning with job readiness.

Embed learning outcomes in each course that are directly transferable to a learner's résumé or professional portfolio.

Create authentic learning assessments.

Directly connect student learning assessments to workplace scenarios and experiences.

Understand what learners are facing.

Research the current job markets, competencies, and skills that learners will be expected to demonstrate.

How can we make learning intentional & meaningful?

Embrace adult learning theories.

Prepare for mid-career learners through studying adult learning theories for engagement and motivation.

How can we make learning intentional & meaningful?

Embrace adult learning theories.

Prepare for mid-career learners through studying adult learning theories for engagement and motivation.

Maintain relationships with learners over time.

Improve our alumni networking opportunities so that we can serve our learners for a lifetime.

How can we make learning intentional & meaningful?

Embrace adult learning theories.

Prepare for mid-career learners through studying adult learning theories for engagement and motivation.

Maintain relationships with learners over time.

Improve our alumni networking opportunities so that we can serve our learners for a lifetime.

Experience earning a new credential.

Further educate ourselves on the experience of what earning a microcredential is like.

How can we make learning intentional & meaningful?

Embrace adult learning theories.

Prepare for mid-career learners through studying adult learning theories for engagement and motivation.

Maintain relationships with learners over time.

Improve our alumni networking opportunities so that we can serve our learners for a lifetime.

**Experience earning a new credential.**

Further educate ourselves on the experience of what earning a microcredential is like.

Prepare ourselves to support change.

If change is about learning, and we are in the business of learning, then we need to prepare ourselves for how we can support change.

What is one thing you want to further explore to help prepare learners for the future of work?

Recommended Resources
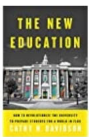
The New Education: How to Revolutionize the University to Prepare Students for a World In Flux by Cathy Davidson

Designing the New American University by Michael M. Crow & William B. Dabars

Hire Education: Mastery, Modularization, and the Workforce Revolution by Michelle Weise & Clayton Christensen
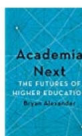
The 60-Year Curriculum: New Models for Lifelong Learning in the Digital Economy by Christopher J. Dede & John Richards
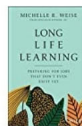
Long Life Learning: Preparing for Jobs that Don't Even Exist Yet by Michelle Weise

Work Disrupted: Opportunity, Resilience, and Growth in the Accelerated Future of Work by Jeff Schwartz & Tom Fishburne

Academia Next: The Futures of Higher Education by Bryan Alexander

Questions?

hello@drkatielinder.com
https://drkatielinder.com