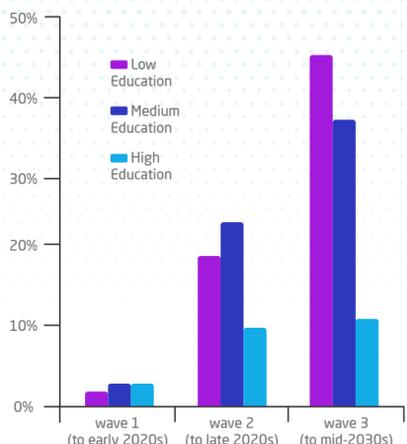


PREPARING TODAY'S STUDENTS FOR THE CHANGING JOB MARKET



Technology and business evolve quickly, and new careers come and go just as fast.

According to PwC's 2019 report¹:

3% of jobs is at potential risk of automation by early 2020s

30% of jobs is at potential risk of automation by mid-2030s

44% of workers with low education are at risk of automation by mid-2030s

Because of this, developing core skills is more important than building content knowledge made up of easily accessible information. Framework for 21st Century Learning points out these core skills for learning and innovation in order for students to be successful at their future work and life².

Students should be able to...

You can...

Generate ideas and build knowledge

Use different idea creating techniques such as brainstorming and think-pair-share

Demonstrate inventiveness and originality

Ask radical and hypothetical questions

Design products

Give project homework that requires them to design

Learn from failures

Ask students to reflect critically on learning experiences and work processes

Improve their designs iteratively

Give long terms tasks rather than one-shot ones

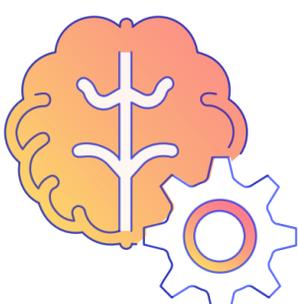
Implement their innovations

Give practice-based tasks



Creativity & Innovations

Critical Thinking & Problem Solving



Students should be able to...

You can...

Implement the appropriate styles of reasoning to different problems

Explicitly teach about reasoning styles

Employ conventional and innovative ways to solve problems

Share stories of innovation; work on real world problems without right answers and known solutions

Use systems thinking and analyze how the parts make up a whole

Talk about organization structures and management

Make evidence-based decisions

Require formal references to each of their claims in their writing and discussions

Consolidate alternative explanations

Conduct debates with conflicting scenarios

Judge the credibility, accuracy, and relevancy of information and sources

Assign homework that require interpretation of publicly available data

Students should be able to...

You can...

Articulate their ideas clearly and effectively using multimedia and technology

Ask them to articulate ideas in different modes of communication, written, oral, nonverbal and visual

Assume shared responsibility to create in collaboration with others

Benefit from cloud technology to create learning communities

Make compromises to achieve a goal

Roleplay different scenarios

Challenge and improve others' ideas

Involve peer review and argumentation in your lessons to improve their ability to give constructive criticism

Incorporate feedback to their work

Value others' contributions in a joint venture

Set classroom norms that promote listening



Communication & Collaboration

When it comes to preparing students for lifelong learning in terms of professional training (and otherwise) in the digital era you should also consider these skills and how to develop them!

Metacognition & Self Regulation³



Students should be able to...

You can...

Choose appropriate strategies to achieve a goal

Promote trying out different approaches in their studies and recalling of similar prior experiences

Monitor their own performance

Use summative evaluation and give constructive feedback until your students can monitor themselves

Accomplish goals in a timely manner

Have students determine their own deadlines

Take responsibility of their own learning

Have students create their own learning programs

Engage in reflective thinking

Create independent study opportunities

Set attainable goals for themselves

Use self-evaluation themselves and their success

Students should be able to...

You can...

Identify, locate, obtain, store, organize, and analyze digital information

Involve technological devices and environments while assigning, reviewing and communicating tasks

Use digital tools to connect, interact, collaborate and share resources with others

Use online forums for discussion; ask students to compile digital portfolios

Create, integrate and rework digital content

Promote digital content creation as part of assigned tasks

Conform to the intellectual property laws and defend their own rights

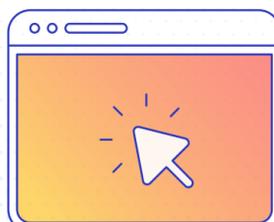
Use plagiarism checkers to make sure they abide by intellectual property laws

Protect their digital identity and data

Evaluate hypothetical digital profiles and what they indicate about their owners

Solve technical problems and find digital solutions for their needs

Ask for their support and suggestions for hypothetical or real technical problems



Digital competency⁴

References:

1. How will automation impact jobs, <https://www.pwc.com/tr/how-will-automation-impact-jobs>
2. 21st Century Skills, <https://files.eric.ed.gov/fulltext/ED519462.pdf>
3. Sawyer, R. K. (Ed.). (2015). The Cambridge handbook of the learning sciences. Cambridge University Press.
4. Napal Fraile, M., Peñalva-Vélez, A., & Mendióroz Lacabra, A. M. (2018). Development of digital competence in secondary education teachers' training. Education Sciences, 8(3), 104.