Emergent skills in higher education

from know-how to know- {where, who, what, when and why}

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Introduction

- new models and strategies have been on trial for the advantage of emerging ICT over the last decades.
  - among these, a particular group of technologies impacts the way time and space constraints are now consider.

- additionally, the information and knowledge society requires new skills to both the professional and the learner brings new challenges.
  - and also the need to deal with change, innovation and evolving models of competition and collaboration

Introduction

- a huge challenge is on place:
  - look for a transition from processes to information based activities
  - a move from an individual approach to a collaborative one
  - a move from a knowledge-oriented learning to a skill-oriented learning
- networking seems to be now the buzzword:
  - connecting people and sharing knowledge not efforts

changes that can be expected (or in place!)

? increase use of ICT provides a huge movement towards the <u>digital</u>.

? this means multimedia, use of computers and communications and powerful applications such as World Wide Web and email are now widely use and available.

changes that can be expected (or in place!)

? due to the media and communications effect
  <u>information</u> are much more <u>visible</u> now.

  ? this means that everyone if wanted can know more
    and faster than ever, turning information a problem
    not a solution: people now need to cope with
    information overload.

changes that can be expected (or in place!)

? time and space constrains are now different and
  people can have a double presence: the <u>physical</u> one
  and a <u>virtual</u> provide new forms of contact and a
  variety of alternative styles and self-identification.

  ? this means that each individual have now new forms
    to identify itself and to perceive others, both
    physical and virtual.

changes that can be expected (or in place!)

? the number of educated people is getting <u>bigger</u>.

  ? this means that an increase number of people are now able to advance knowledge and provide critical insight concern not only their activity but for used knowledge.

  ? Although its number we need even more educated people.

changes that can be expected (or in place!)

? the nature of knowledge itself is more <u>complex</u>. Its much more integrated, with a wider range of disciplinarily and each day more difficult to a single individual to cope with. Also, its pace and growth is enormous requiring great effort, money and greater and better teams to deal with it.

  ? this means that collaboration becomes a big issue to support networking.

  ? it also rises issues about coordination, information and knowledge management, and the role of individuals within groups

Skills in the information and knowledge society

- ability to perform: know how to do and to act in new situations and contexts;

- work capacity: demonstrate ability to work under pressure, both individually and in groups;

- flexibility: each individual must be able to work under different contexts and to take decisions and cope with change;

- self learner: be able to learn alone by own practice as well as by own needs;

- reporting: be able to analyse a situation and to outline it. This will assure the individual role as a communicator;

- creative: considering the need to be a leader, to propose new perspectives, to take winning decisions and be proactive.

Four literacy levels

- basic literacy: know to read and write and to use the language.

  - expect at least, another language to be used with a regular level of proficiency.

- technological literacy: know to use and take advantage of ICT. In particular, the computer, its use and the knowledge of the most common applications.

  - a basic skill it to take advantage of computers to solve its own problems and needs

Four literacy levels

- <u>information literacy</u>: know how to use information, how to deal with information overload, and develop a critical use of information.

  - very important level as it provides individuals with the tools to minimise their efforts in day to day lives: who can use information has the ability to perform smarter, faster and cheaper.

- <u>communication literacy</u>: both consider group interaction or on an interpersonal basis. It provides the necessary skills related to human communication and leadership.

  - includes self-motivation and group motivation as well as reporting and negotiating skills.

Concluding remarks

- it seems that a lot remains to be done.
  - this defines by itself the huge challenge that university and higher education must o to provide answers
  - change towards a more oriented skill approach where people (not just students) become central.
- one of the main challenges is to abandon the knowledge centric approach.
  - University is not anymore the restricted place where knowledge lies and it difficulty can be seen as the knowledge store for society.
  - shift from knowledge transmission to knowledge organisation, and not for just training people but for let them acquire the skills to deal with knowledge and cope with information overload.

Concluding remarks

- the "*game*" is not anymore with data and information, but with information and knowledge and thus requires a new kind of university.
  - this means that further important than provide a know-how approach (data and information) is to provide critical skills on where, who, what, when and why to use information and knowledge.

Final thoughts

- look not for change but for what stays the same
  - and **why**…
- in case of change you can always blame the computer
  - there's a need of new ways to do older things (innovation on **what**?)
- now, the time to learn is always
  - must know **where** and **when** is the opportunity to (re)start
- forget unique models
  - use instead visions (**who's** ones?)
- use Nike style concerning ICT usage: *just **do** it!*

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