

Expertise in developing programs for emerging professions

EUCEN Autumn Seminar 6-7 November 2014

Timo Halttunen

Head of Unit

University of Turku,

Brahea Centre, Development Services



Turun yliopisto
University of Turku



Part 1

Changing nature of work and
working life

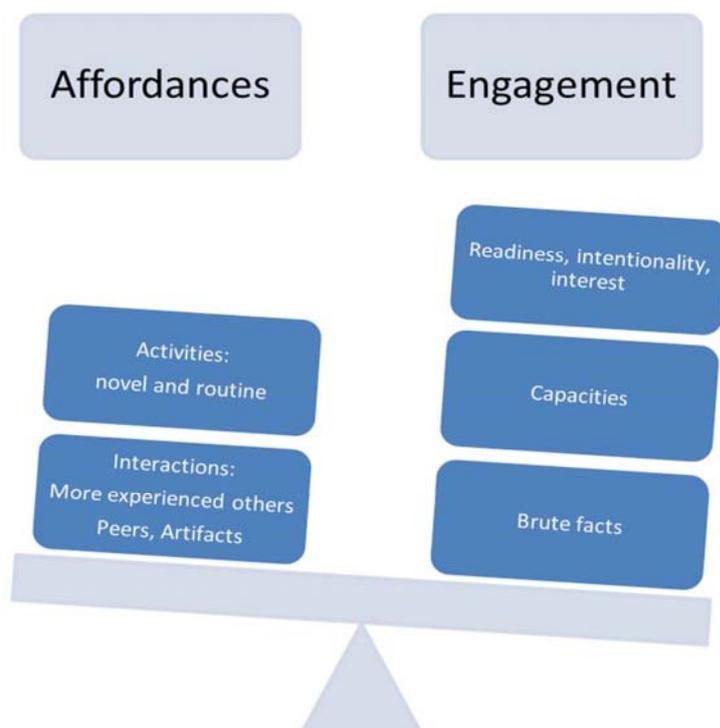
Transformative working life – transformation of work

- Globalization
- Technological development
- Ageing workforce
- Lack of labour
- Localization
- Social networking
- Lengthening working lives
- Hollowing out of work

Professional identities and work agency

- Individuals face less job security and a higher demand for career management. This demand for flexibility and capability to construct professional identities can be seen as exercising professional agency.
- Workers are not only expected to take part in upskilling their competences in education but also engage in the transformation of practices and conditions of work. The new concept of *Work agency* covers the personal capacity to cope with the stated challenges.
- Maintaining employability across the lengthening working life has become a central issue in education policies throughout the world.
- In the level of groups and individuals it is important to be able to learn from cultural knowledge and social roles and practices:
 - Secure and sustain occupational competence
 - Develop greater security and trust in the changing labour market

Stephen Billett:
Learning affordances and engagement in individual level



6 Change Drivers

1. Extreme longevity: Increasing global lifespans change the nature of careers and learning
2. Rise of smart machines and systems: Workplace automation nudges human workers out of rote, repetitive tasks
3. Computational world: Massive increases in sensors and processing power make the world a programmable system
4. New media ecology: New communication tools require new media literacies beyond text
5. Superstructured organizations: Social technologies drive new forms of production and value creation
6. Globally connected world: Increased global interconnectivity puts diversity and adaptability at the centre of organizational operations

NVL: Future Competencies

- Professional competence: is needed for performing a task in a work situation in a way that creates added value in relation to the work that is being carried out.
- Social competence: comprises the ability to communicate and interact with people in different contexts through, e.g. language, artistic expression, movement, mathematics, technical tools
- Personal competence: whose core consists of self-knowledge, forms the basis of social competence

United Nations: Future Competencies

- Core competencies:
 - Communication
 - Teamwork
 - Planning & organizing
 - Accountability
 - Creativity
 - Client orientation
 - Commitment to continuous learning
 - Technological awareness
- Managerial competencies:
 - Leadership
 - Vision
 - Empowering others
 - Building trust
 - Managing performance
 - Judgement/Decision making

University of Phoenix: New Competencies for the Future

- **Sense-making:** ability to determine the deeper meanings and the courses of action to act in complex situations
- **Social intelligence:** ability to participate in the collective construction of solutions
- **Adaptive thinking:** ability to think and act in ways that transcend to the rote and rule-based
- **Cross-cultural competency:** ability to operate in diverse cultural settings
- **Computational thinking:** ability to translate aggregates of data into abstract concepts and conduct data-based reasoning
- **Social media literacy:** ability to critically use social media as instruments of empowerment and transformation
- **Transdisciplinarity:** ability to reason and build knowledge across multiple disciplines
- **Design mind-set:** ability to create solutions in contexts where only part of the requirements are known
- **Cognitive load management:** ability to discriminate and filter the information needed to produce successful solutions
- **Virtual collaboration:** ability to work, drive engagement, and demonstrate presence as a member of a virtual team

Part 2

Questions for Research and Practitioners in University Continuing Education and Training



Research

- *New professions are emerging and old are disappearing. How do people learn for new professions when there may not be experienced others to learn with nor existing educational provisions available?*
- "Expertise formation in new and emerging professions". Research questions:
 1. How professionals develop their competencies in new and emerging professions?
 2. How high-level expertise is constructed in new and emerging professions?
 3. What kind of educational provisions can support individuals in transformative working life and the transformation of work?

Practice

- *How can CET in universities facilitate learners in the stated changes?*
 - Competency-based approach in education: placing additional emphasis on developing **skills** such as critical thinking, **insight** and analysis capacities – **constructive alignment!**
 - Integrating **new media literacy** into education programs
 - Including experiential learning that gives prominence to soft skills, ability to collaborate, work in groups, **read social cues, respond adaptively**
 - **Increased personalization of learning and learning pathways**
 - **Personal Study Planning (FI)** and advancement of educational courses at own pace by **demonstrating academic achievement** with stackable credentials (US)

Case: Personal Study Planning

- Content, scope and duration of studies, based on curriculum
- Assist in estimating the workload required
- Clarify competences and overall objectives of studies / professional development
- Make it possible for the student to follow personal study paths
- Enhance commitment to studying
- Give the studies better structuring
- Promote advance planning of the degree studies
- Support the studies in changing situations (both studies and life situation)
- Shorten the time needed to complete the degree
- Support the development of skills and competences required in working life and research
- Ensure the continuation of studies (increasing numbers of students work while they study)
- Help planning the use of student financial aid

References

- Bergeron, D. 2013. A path forward. Game-changing reforms in Higher Education and the Implications for Business and Financing Models. Centre for American Progress. Washington.
- Davies, A., Fidler, D., Gorbis, M. 2011. Future work skills 2020. Institute for the Future for the University of Phoenix Research Institute.
- Green, I. 2007. Framtidens kompetenser – och hur vi utvecklar dem. En rapport från Nordisk tänketank om framtidens kompetenser. Nordiskt nätverk för vuxnas lärande.
- Halttunen, T., Billett, S., Koivisto, M. (eds) 2014. Promoting, Assessing, Recognizing and Certifying Lifelong Learning. International Perspectives and Practices. Springer. Dordrecht.
- United Nations 2010. UN Competency development – a practical guide.