

From School to Workforce: Information Literacy, Critical Thinking, and Problem-Solving Skills

October 16, 2012



Libraries Thriving

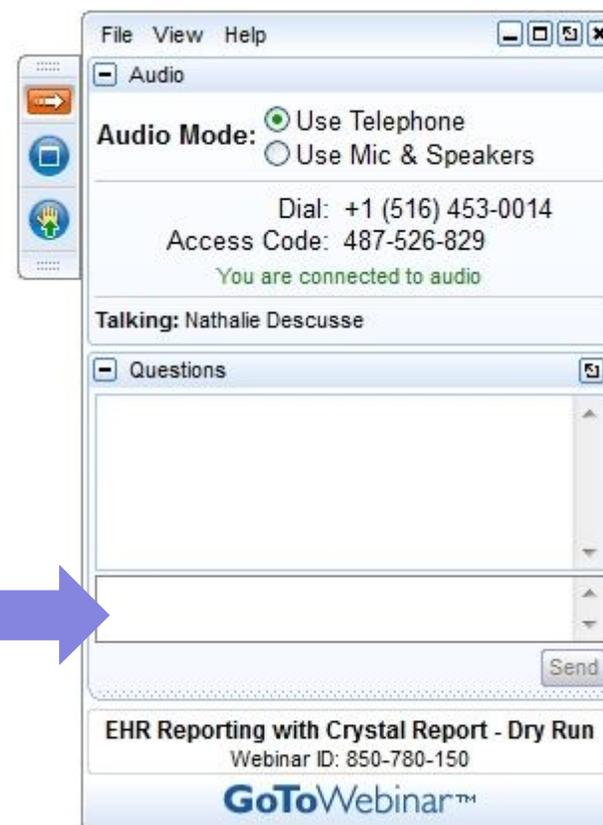
A Collaborative Space for E-Resource Innovation and Information Literacy Promotion. Thinking and Doing



CREDO *reference*

Best Practices

1. E-mail Laura Warren, Libraries Thriving Coordinator, with Libraries Thriving questions, comments or suggestions.
2. Share comments and questions throughout the session via the chat box.
3. Continue the conversation on the Libraries Thriving Discussion Forum.



Our Facilitator



Lana Jackman

President

National Forum on Information Literacy

Cambridge, Massachusetts, United States



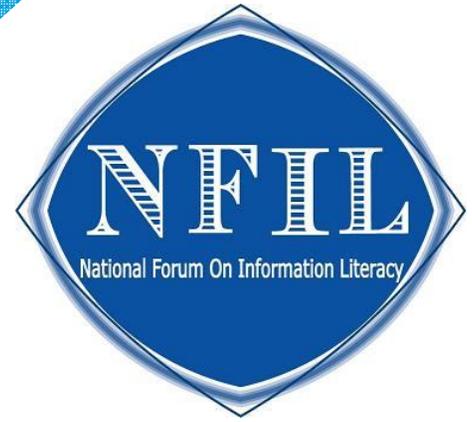
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FROM SCHOOL TO WORKFORCE:
INFORMATION LITERACY, CRITICAL
THINKING, AND PROBLEM-SOLVING
SKILLS WEBINAR



**A National Forum on Information Literacy
and Credo Reference/Libraries Thriving
Collaboration - October 16, 2012.**

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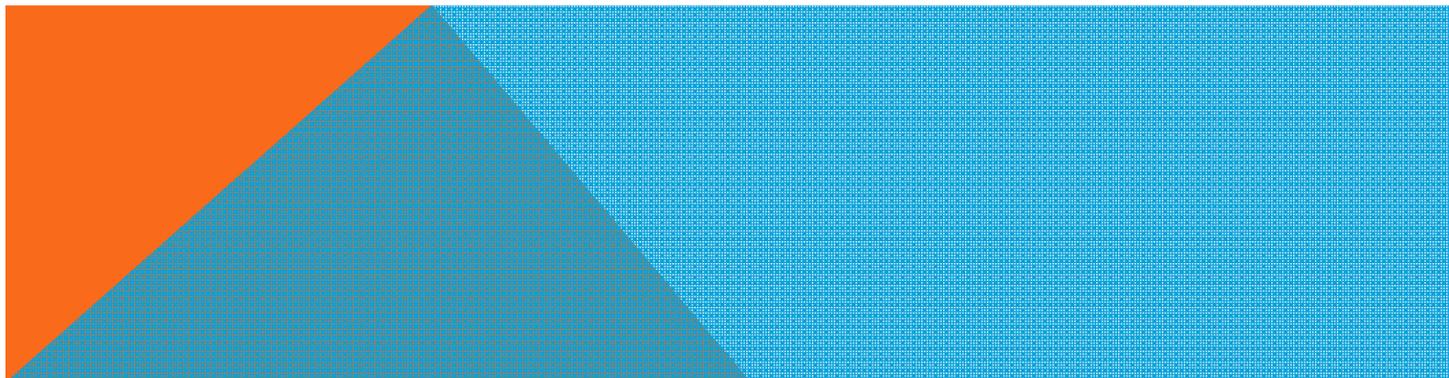
PRESENTERS



**William Badke, Associate Librarian, Trinity
Western University**



**Jennifer Homer, Vice President of
Communications and Career Development,
American Society for Training and
Development**

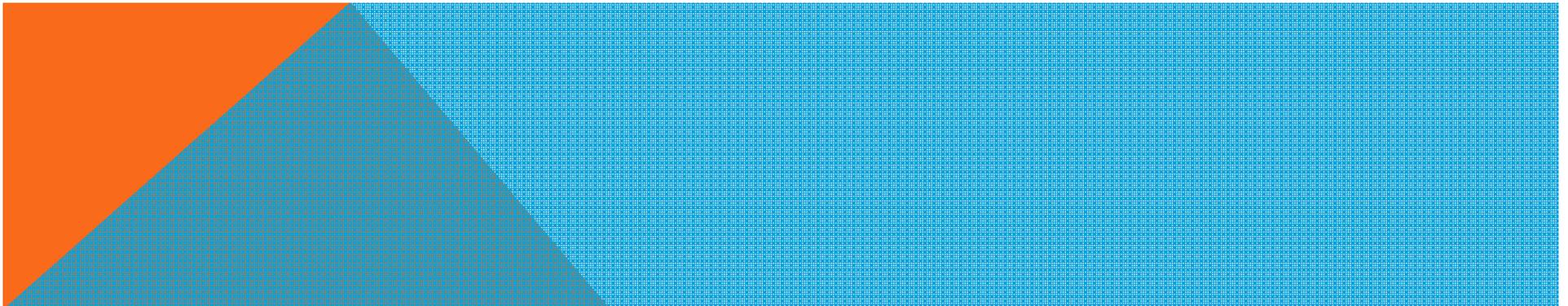


TODAY'S QUESTIONS??



What are the competencies required for educational and workplace success in the 21st century?

What do we need to do as education and workforce development professionals to prepare learners how to live and work in this dynamically, emerging networked universe?



FIRST YEAR STUDENTS IN TWO AND FOUR YEAR COLLEGES 2004

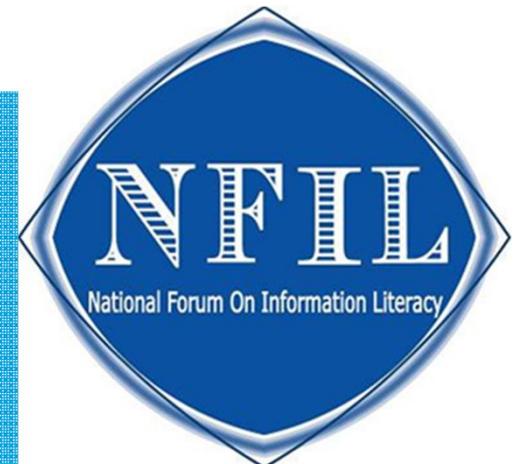
FACULTY PERSPECTIVES

- 66% of students cannot think analytically
- 70% of students do not comprehend complex reading materials
- 65% lack appropriate work and study habits
- 59% do not know how to do research
- 55% cannot apply what they've learned to solve problems

EMPLOYER PERSPECTIVES

- 39% of recent high school graduates with no further education are unprepared for the expectations that they face in entry-level jobs
- 45% are not adequately prepared for the skills and abilities they need to advance beyond entry level.
- 46% of high school graduates who apply at their company are inadequately prepared for the work habits they will need on the job
- 41% are dissatisfied with graduates' ability to read and understand complicated materials.

Achieve. (2005). Rising to the challenge: Are high school graduates prepared for college and work? Retrieved from http://www.achieve.org/files/pollreport_0.pdf

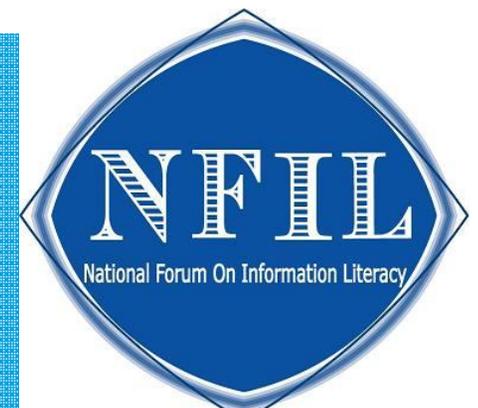


THE NATIONAL RESEARCH COUNCIL

EDUCATION FOR LIFE AND WORK: DEVELOPING TRANSFERABLE KNOWLEDGE AND SKILLS IN THE 21ST CENTURY

The charge for the Committee on Defining Deeper Learning and 21st Century Skills was to define key 21st century skills, describe how they relate to skills specified in the New Common Core, and investigate the importance of such skills to success in K-16 education, work, and other areas of adult responsibility. Included in the study is known and needed research on the issues involved and assessments of recommended, potential interventions.

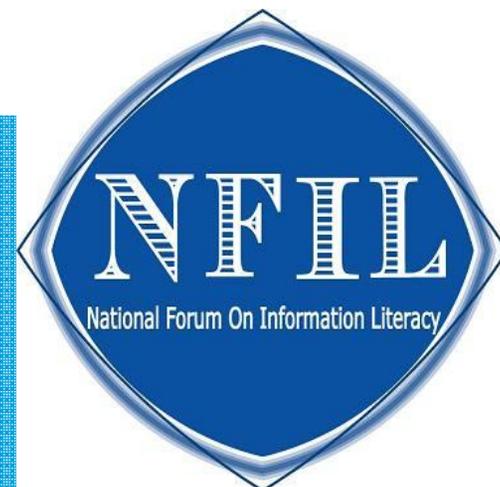
National Research Council. (2012). *Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century*. Committee on Defining Deeper Learning and 21st Century Skills, James W. Pellegrino and Margaret L. Hilton, Editors. Board on Testing and Assessment and Board on Science Education, Division of Behavioral and Social Sciences and Education. Washington, DC: The National Academies Press.



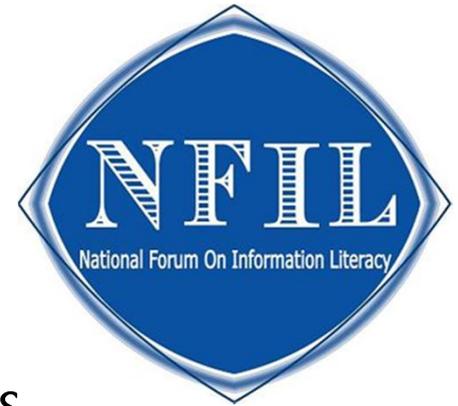
MAJOR STUDY OUTCOME

One of the major outcomes of this study is a preliminary taxonomy of 21st century skills and abilities in which *information literacy* is identified as belonging to the cognitive competence domain, within the knowledge cluster, affiliated with O*Net as content skills, and designated as a main ability factor i.e. "*crystallized intelligence*".

Occupational Information Network (O*NET) - large database of information on 965 occupations which is organized around a "content model" which describes occupations along several dimensions, including worker characteristics (abilities, interests, work values, and work styles) and requirements (skills, knowledge, and education).



THE GLOBAL ACHIEVEMENT GAP



“The rigor that matters most for the 21st century is demonstrated mastery of core competencies for work, citizenship, and lifelong learning. Studying academic content is the means of developing competencies, instead of being the goal, as it has been traditionally. In today’s world, it’s no longer how much you know that matters, it’s what you can do with what you know.”

Wagner, T. (2008). *The global achievement gap*. New York; Perseus Books.

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