

MUSEUMS, LIBRARIES, AND

21st Century Skills



Utah State Library & Utah Library Association Trustee Regional Conference November 5, 2009 – Logan Public Library



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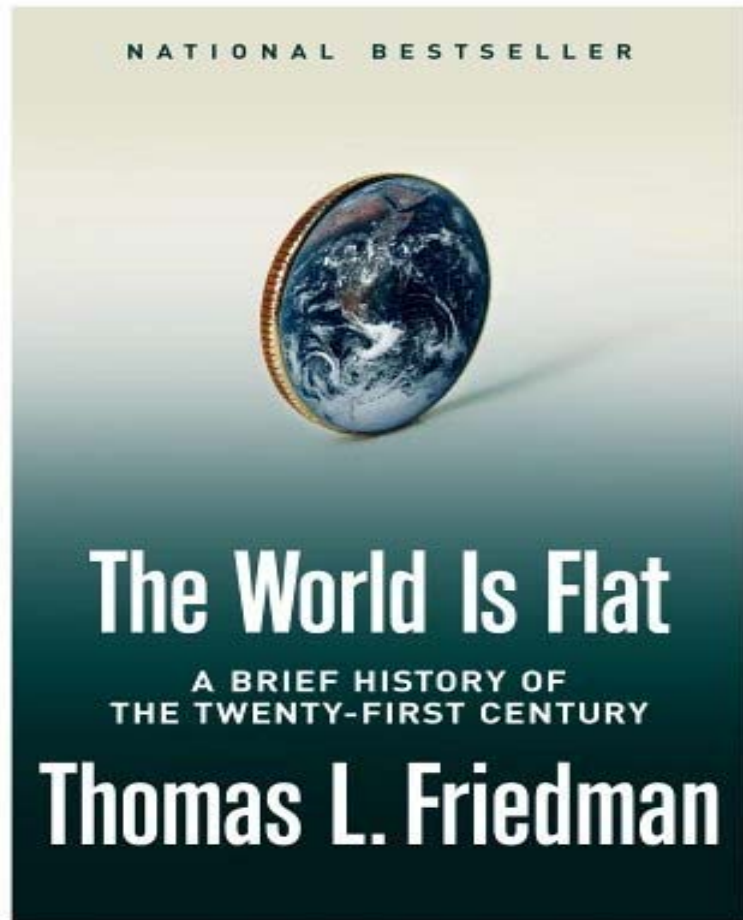
Utah's Challenge

“These changes are fundamental. They alter long-held assumptions about how we prepare our youth, how we retrain our adults, when we begin, and how and by what criteria we measure success. No longer can we limit our perspective to a state, regional or even national level. One thing is clear: we need to recognize the impact of these changes on our state. And we need to respond appropriately and decisively. This effort - Utah's 21st Century Workforce Initiative - is our initial response to this global challenge.”



Governor Gary R. Herbert

The World is Flat

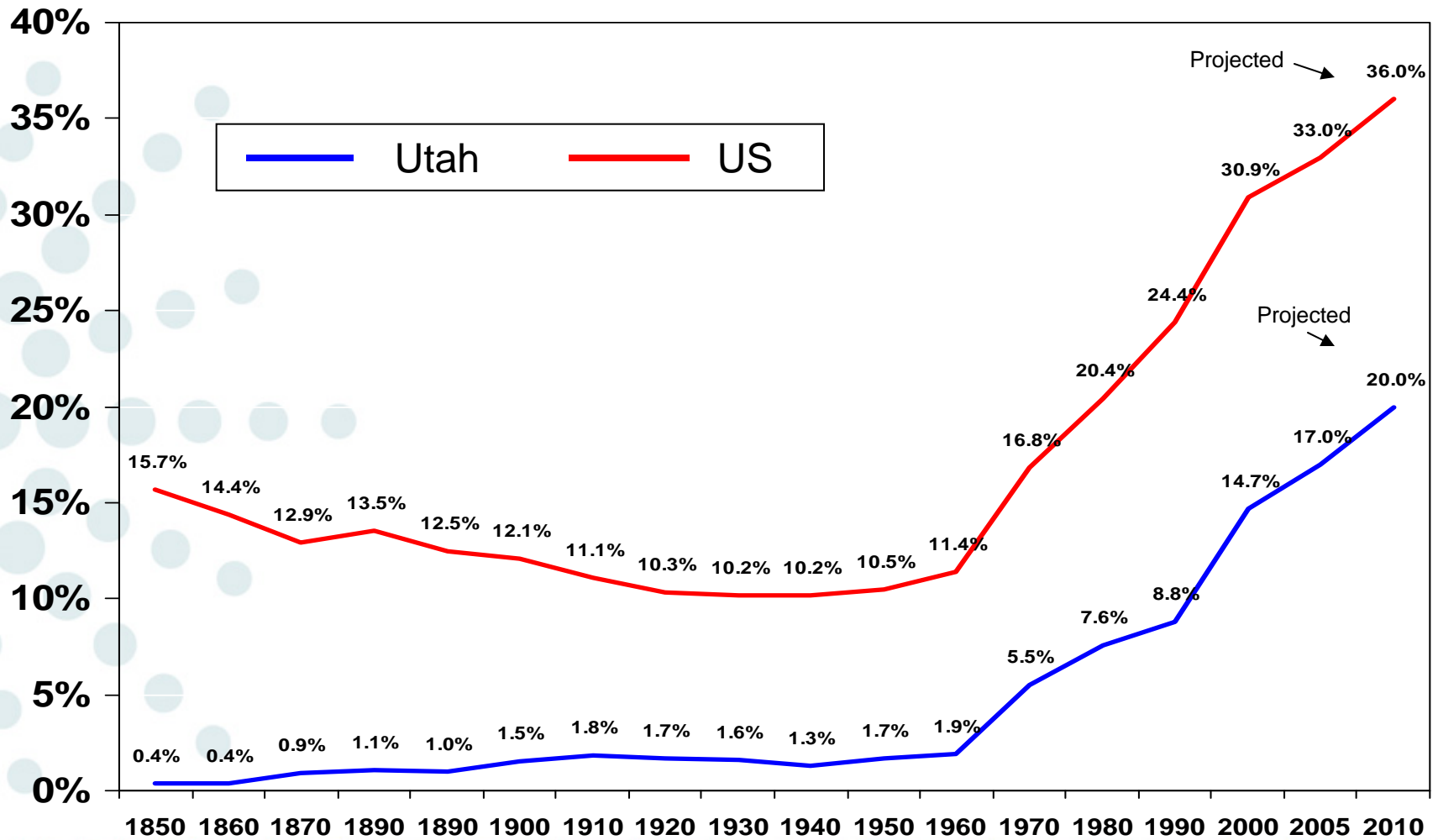


- **Globalization**
- **Technology**
- **New Skills to Compete**

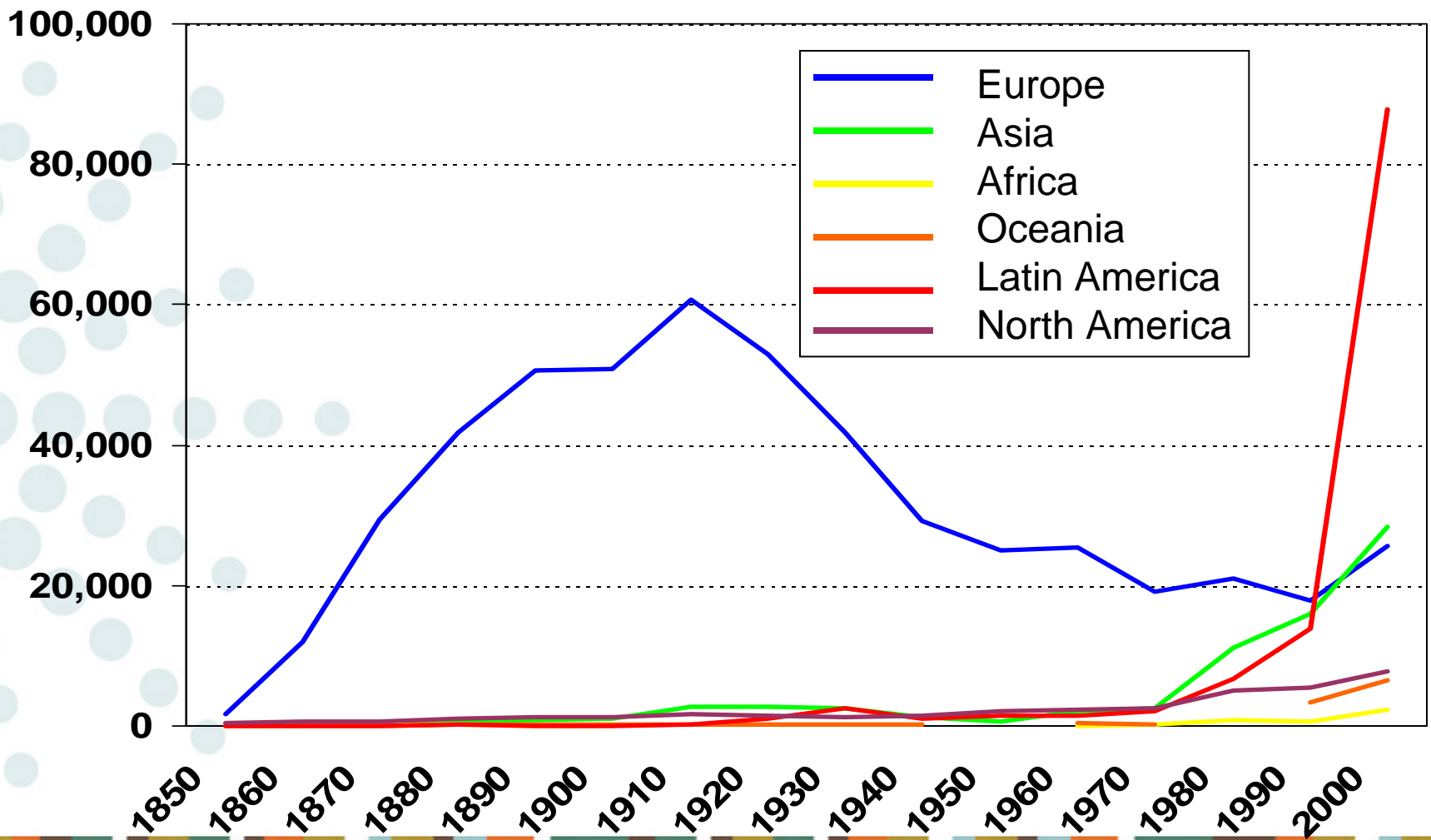
21st Century Societal Shifts

	20 th Century	21 st Century
Number Jobs / Lifetime	1-2 jobs	10-15 jobs
Job Requirement	Mastery of one field	Simultaneous mastery of many rapidly changing fields
Job competition	Local	Global
Work Model	Routine, hands-on, fact based	Non-routine, technical, creative, interactive
Education Model	Institution centered, formal degree attainment is primary goal	Learner centered, self-directed and lifelong knowledge, and skill acquisition are primary goals
Organizational Culture	Top down	Multi-directional (bottom-up, top down, side to side, etc.)

Minority Population: Utah and the U.S. 1850 to 2000, Projected to 2010



Foreign-Born Population: Utah In-migration By Region



What are 21st Century Skills?

Learning & Innovation Skills

Critical Thinking & Problem Solving
Creativity & Innovation
Communication & Collaboration
Scientific & Numerical Literacy
Cross-Disciplinary Thinking
Basic Literacy

Information, Media & Technology Skills

Information Literacy
Media Literacy
Information, Communications & Technology (ICT) Literacy
Visual Literacy



What are 21st Century Skills?

Life & Career Skills

- Flexibility & Adaptability
- Initiative & Self-Direction
- Social & Cross-Cultural Skills
- Productivity & Accountability
- Leadership & Responsibility

21st Century Themes

- Global Awareness
- Financial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy



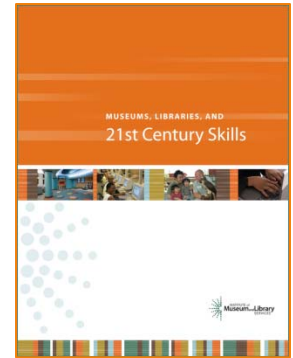
Implications for Museums & Libraries

20 th Century Museum/Library	21 st Century Museum/Library
Primarily content-driven	Combination of audience- and content-driven
Mostly tangible objects (e.g., art, books)	Combination of tangible and digital objects
One-way information (institution presents information to audiences)	Multi-directional (co-created experiences involving institution, audiences and others in diverse arrangements)
Focus on presentation and display	Focus on audience engagement and experiences
Emphasis on enhancing knowledge	Emphasis on enhancing knowledge and 21 st century skills
Acts independently	Acts in highly collaborative partnerships
Located in community (operates independently)	Embedded in community (aligned with and acts as a leader on community needs/issues)
Learning outcomes assumed, implied (content knowledge and skills like critical thinking tend to be byproducts of programming)	Learning outcomes purposeful (content knowledge and 21 st century skills like critical thinking are visible, intentional outcomes of audience experiences)
Institution leads content development (e.g. content tightly edited and controlled)	Content co-created among diverse partners and audiences; accessible in multiple ways

Project Components

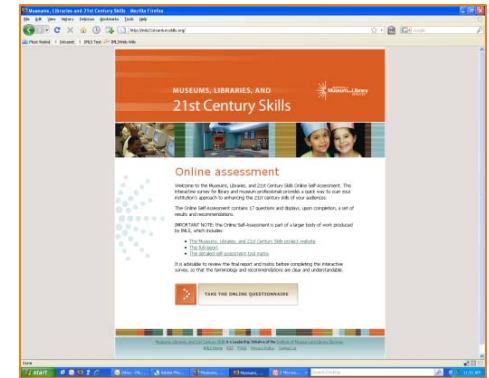
- **Museums, Libraries, and 21st Century Skills Report**

<http://www.imls.gov/about/21stCSkills.shtm>



- **Online Self-Assessment Tool:**

www.imls21stcenturyskills.org



- **Self-Assessment Tool**






Report – Key Points

- **Trusted Places offering Rich Learning Experiences**
 - **Purposeful Integration of 21st Century Skills**
 - **Current trends**
 - *Economy*
 - *Audience expectations*
 - *Informal learning*
 - **Audience and community engagement**
- 





Six Steps to Build Momentum

- 1. Engage with community**
 - 2. Establish the vision**
 - 3. Assess current status**
 - 4. Implement A prioritized plan**
 - 5. Focus on comprehensive alignment**
 - 6. Track and communicate progress**
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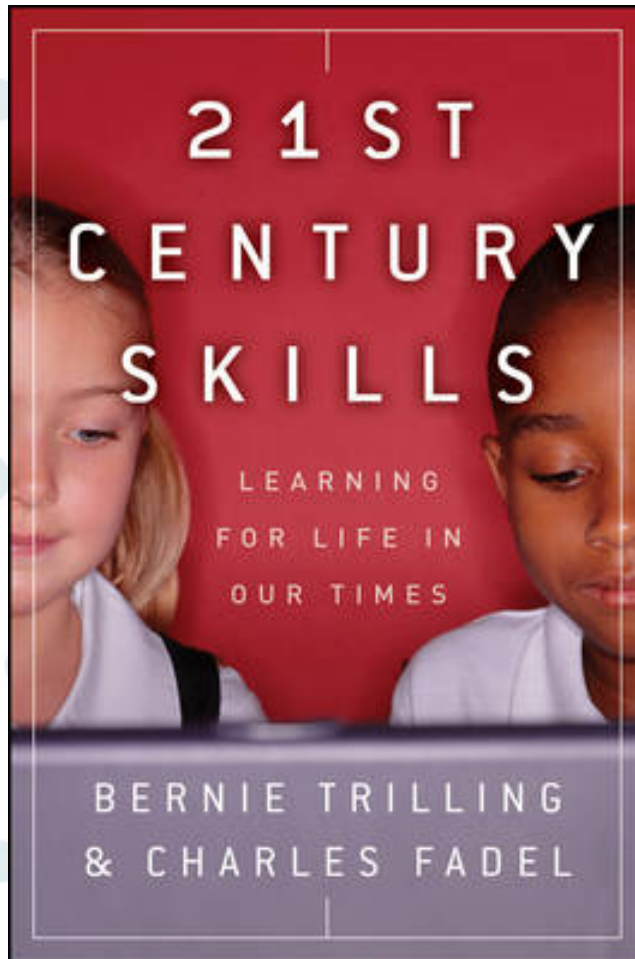


IMLS Next Steps

- **Launch and disseminate report**
 - **Increased web presence**
 - **Session at conferences**
 - **Funding Incentives**
 - *IMLS welcomes proposals that promote the skills necessary to develop 21st century communities, citizens, and workers*
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21st Century Skills

Learning for Life in Our Times



Premise:

“...the world has changed so fundamentally in the last few decades that the roles of learning and education in day-to-day living have also changed forever.”

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Question #1:

What will the world be like twenty or so years from now when your child has left school and is out in the world?

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Question #2:

What skills will your child need to be successful in the world you have imagined twenty years from now?

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Question #3:

What were the conditions that made your high-performance learning experience so powerful?

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Question #4:

What would learning be like if it were designed around your answers to the first three questions?

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“The illiterate of the 21st century are not those who cannot read or write, but those that cannot learn, unlearn, and relearn.” *Alvin Toffler*

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Digital Directors - Librarians

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Learning for Life

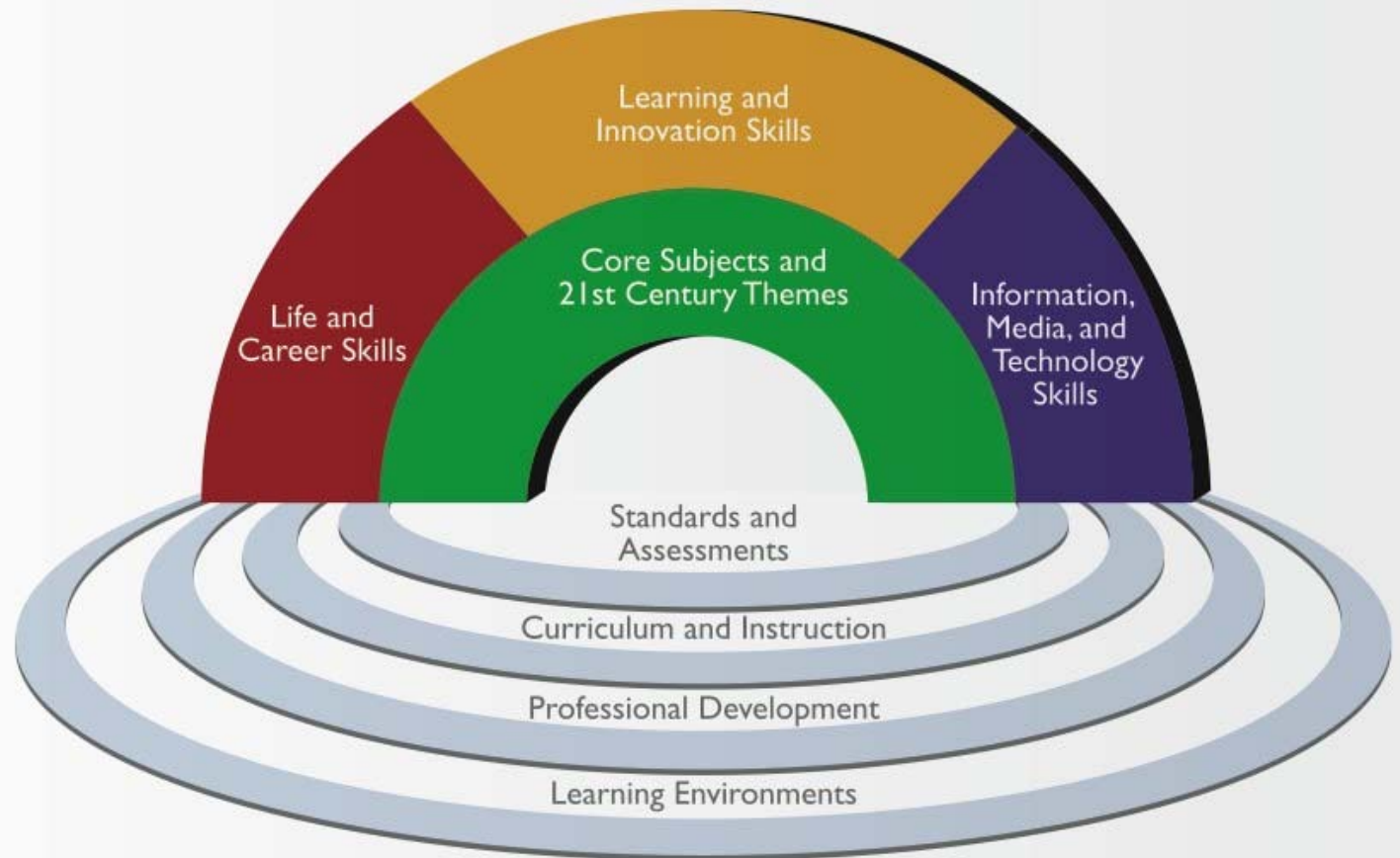
Building a Better World



21st Century Skills

Learning for Life in Our Times

21st Century Student Outcomes and Support Systems



21st Century Skills

Learning for Life in Our Times



SKILLS?

OPPORTUNITIES?

IDEAS?

