



## 21<sup>st</sup> Century Tech Learning & Working Skills for Mohawk Students & Employees Academic Plan 2014 Winter Term Project Team Status Report (April 2014)

Mohawk College's 2012 [Academic Plan](#) is a thematic accumulation of responses from both external and internal stakeholders when asked these three questions:

1. **What might make students want to come to Mohawk over the next ten years?**
2. **What core capabilities and skills might students need for the future?**
3. **How might we enable high-quality learning over the next 10 years?**

Stakeholder responses included:

- Facilitate internal sharing among staff and faculty, with focus on professional development p.3.
- Foster partnerships with other education institutions and local industry, the openly share best practices p.3.
- Provide professional development for faculty and staff, supporting optimal use of technology p.4.
- Follow principles of adult learning p.6.
- Integrate development of key 21<sup>st</sup> century skills into all programs p.7.
- Implement a skills-assessment framework p. 7.
- Provide professional development for Mohawk faculty and staff to develop future workplace skills and share those skills with students p.7.

### Project Team Members & Task

Peggy French, Larisa Fry, Kathy Hicks, Sam Maga, Elizabeth Martin, Peter Maurin, Carol Mushing, Cathy Ozols, Judi Paré, Valerie Parke, David Waddington met Thursday afternoons, 2-4:00 PM, February 6 - April 3, 2014 in Rm i-208 of the Fennell Campus.

### Project Team's Objectives

1. Identify how Mohawk employees can enhance their digital literacy skills to model both Mohawk's Institutional Learning Outcomes and MTCU's Essential Employability Skills :[Mohawk's Institutional Learning Outcomes](#) and [Essential Employability Skills](#).
2. Identify the digital literacy skills required by Mohawk students to learn in and graduate from Mohawk's *BlendED* learning environment.
3. Research national and international technology skill competence frameworks to identify best and future practices that can be successfully implemented at Mohawk College.
4. Propose training strategies, based on the principles of adult learning, to further develop the digital literacy skills of both employees and students.

## Project Team's Findings

1. Teaching is learning, learning is teaching: [Educator as Model Learner](#)
  2. [International Society for Educational Technology](#) has published the most recognized and referenced technology learning standards for [students](#) and [faculty](#).
  3. There is a recognized consensus among educators and employers of the skills that must be developed in elementary, secondary, and postsecondary learning environments: [What Top Employers Want from Graduates](#), [Canadians for 21<sup>st</sup> Century Learning Shifting Minds](#) and the American [Partnership for 21<sup>st</sup> Century Skills](#)
  4. Analysis of the OECD Programme for International Assessment of Adult Competencies (PIAAC) by Satya Brink identifies the need for highly developed digital literacy in adult workers: [Canadians and 21<sup>st</sup> Century Skills](#).
- The [Task Force on Faculty Development Report](#) of 2013 identified Mohawk faculty as advocating for professional development in digital literacies to support their work in the thoughtful infusion of technology into the College's Programs of Study.

## Project Team's Recommendations

That the 21<sup>st</sup> Century technology learning skills that are required to be successful learners and educators in Mohawk's BlendED environment be clearly communicated and developed in the following ways.

1. Pre-admission, all students understand the digital literacy skills they will develop at Mohawk and that they will need to be successful continuously learning employees. Communication strategies and skill development be based on [Mohawk Students' Digital Literacy Competence Framework](#)
2. All employees understand the digital literacy skills they need to be productive workers and effective role models for current and future students. Communication strategies and skill development be based on [Mohawk Employees' Digital Literacy Competence Framework](#)

That a Joint VPA/VPSS Team be struck to develop ***Skill-up for Mohawk Modules*** for students to be delivered F2F and online: [Digital Skills for Success in Mohawk's BlendED Environment](#).

That a cross-functional and cross-disciplinary Team be struck to plan and facilitate 3 college-wide ***Skill-up at Mohawk Days*** for all employees to be held on annually during the Fall, Winter and Spring/Summer Reading Weeks: [Digital Literacies: Skilling-up Mohawk Employees](#)

## Project Team's Key Human and Digital Resources

All members of this project team researched and presented evidence on 21<sup>st</sup> Century learning and teaching skills – focusing on digital skills required in Mohawk's BlendED environment.

[C21 Canadians for 21st Century Innovation and Learning](#)

Gluszynski, T., Werkneh, G., & Zhao, H. (2014). [Employed Adult Learners in Ontario and Canada: Engaged and Disengaged](#). Toronto: Higher Education Quality Council of Ontario.

Scott, L. & Campbell, A. (2011). [Skills and Productivity Action Plan for Canada](#). Conference Board of Canada.

[The Shifting Nature of Teaching and Learning in Today's University](#) by Richard Wiggers  
HEQCO Executive Director Research and Programs. August 2013.