

The changing education mission of universities

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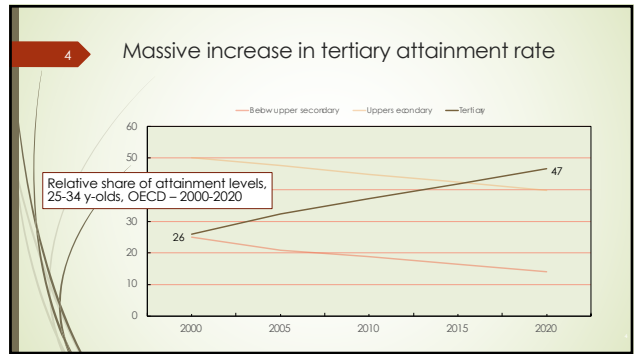
Outline

- Five main topics:
 - Massification and its limits
 - Learning outcomes of students
 - The changing skills demand
 - The shift from qualifications to skills
 - Redesigning the education mission of universities

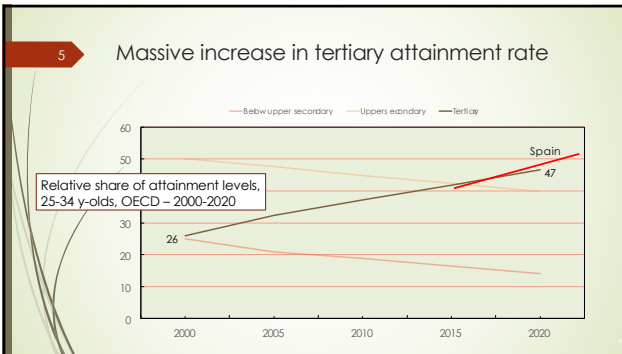
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1. Massification and its limits

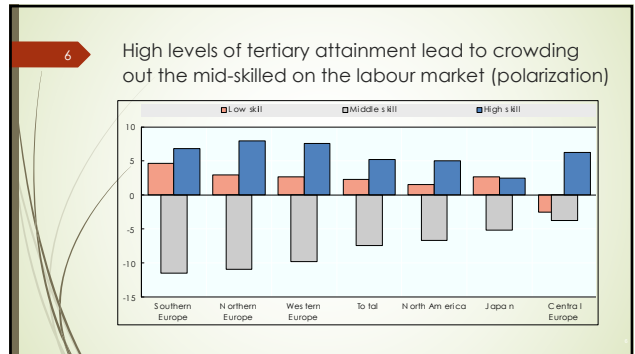
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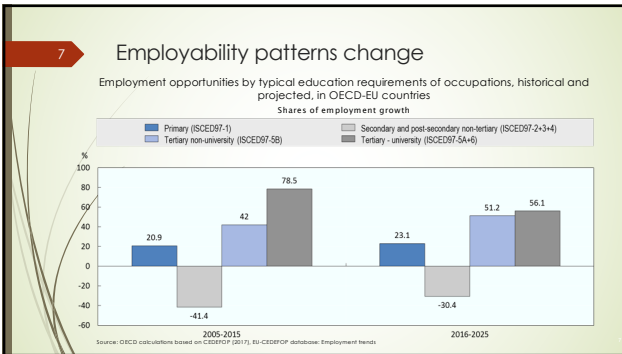
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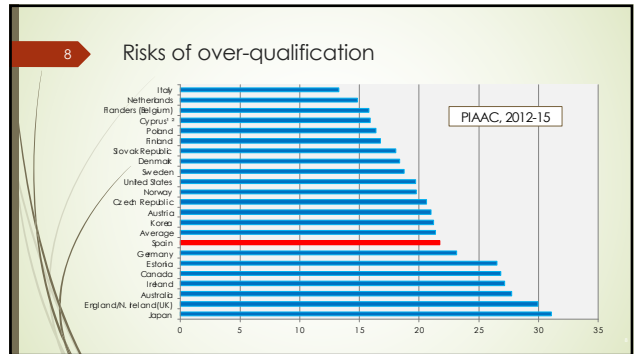
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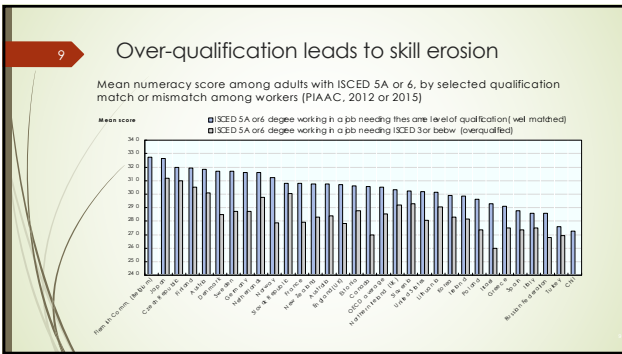
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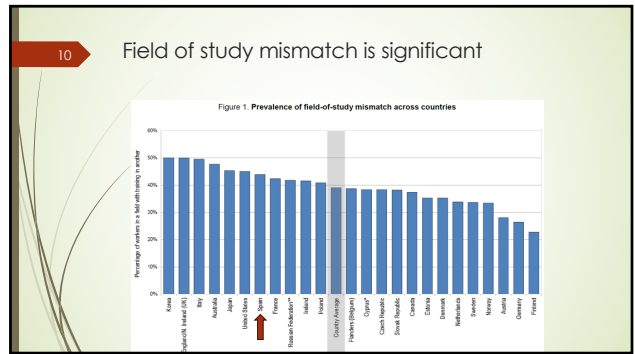
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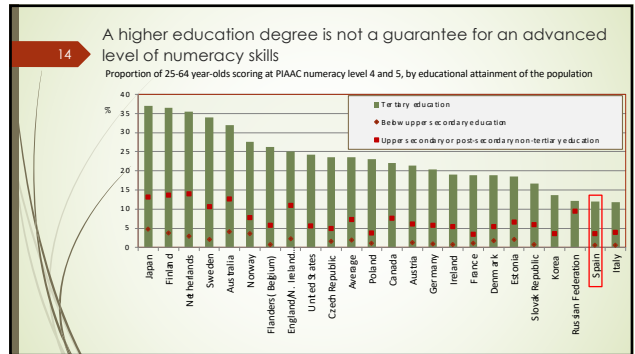
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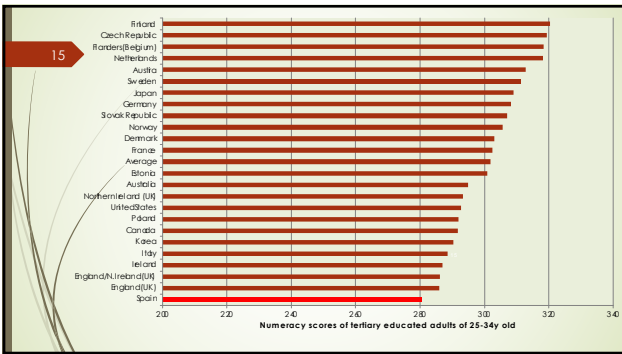
13 Assessing the learning outcomes of students

- There is no PISA for higher education, so little comparative data on learning outcomes of students
- Universities successfully aborted an OECD initiative to develop a 'PISA for higher education', called AHELO
- As rankings are heavily biased towards research, and stakeholders increasingly ask for transparency on the skills of graduates, we have to rely on fragmented data which still are very revealing

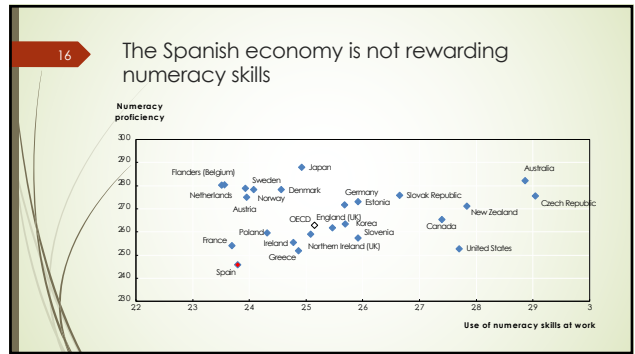
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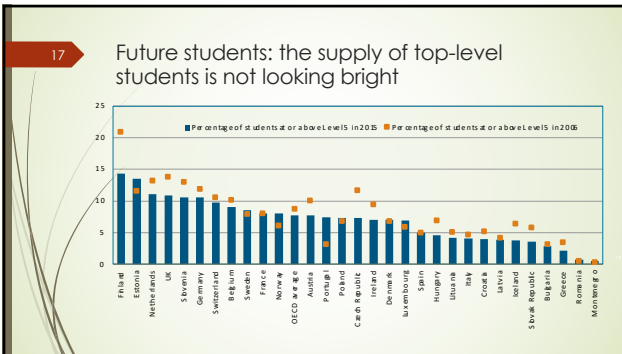
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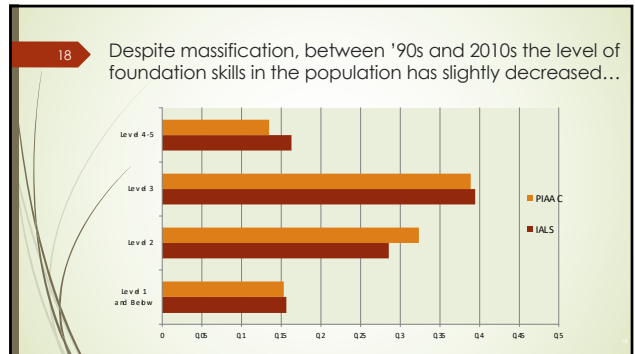
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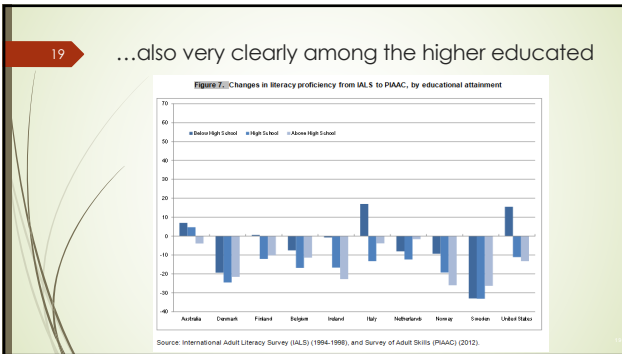
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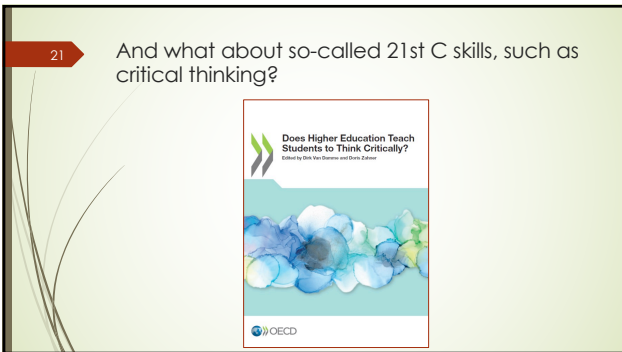
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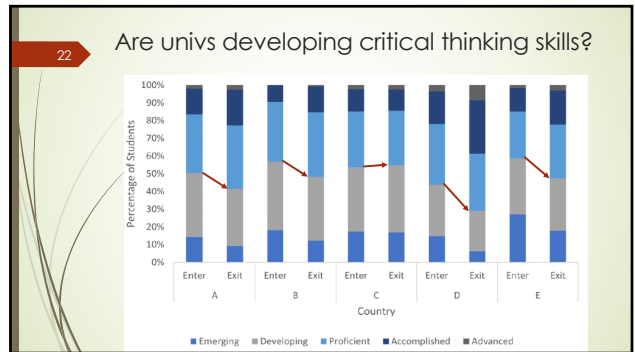
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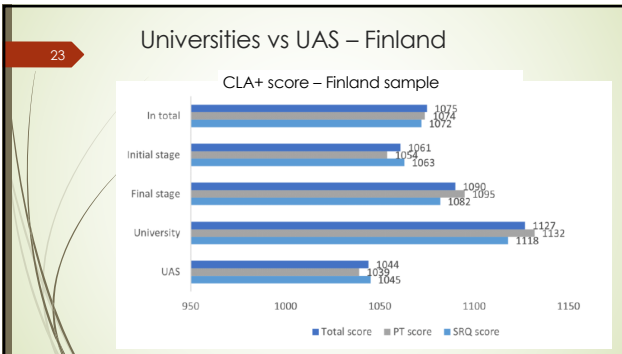
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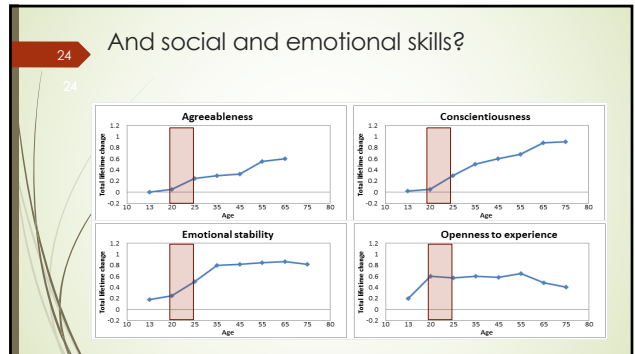
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31 Future-proof skill profiles

| | | |
|--|---|---|
| <p>"I" shape</p> <p>Vertical line: functional disciplinary skill</p>  <p>Poor</p> <p>Examples</p> <ul style="list-style-type: none"> • Microsoft CRM expert • Paid search expert • Mobile analytics | <p>"T" shape</p> <p>Horizontal line: ability to apply knowledge across situations</p>  <p>Good</p> <p>Examples</p> <ul style="list-style-type: none"> • Social manager • Content marketer | <p>"M" shape</p> <p>Multiskill profile with ability to apply knowledge across situations/domains</p>  <p>Best</p> <p>Examples</p> <ul style="list-style-type: none"> • Product designer + coder • Big data + electronics • Musician + animator |
|--|---|---|

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32 The growing importance of 'soft skills'

Most hiring and firing decisions come down to soft skills

Let's be clear: hard skills matter.

A programmer needs coding skills and a translator needs language skills to succeed at the most basic level of their jobs. But since there are often clear, consistent ways to evaluate these hard skills, there's less of a chance that someone without them could slip by and get hired.

Identifying poor soft skills, however, is much harder, which is why they're often discovered too late, after a hire has been made. As the data to the right shows, bad hires are almost never a matter of hard skills alone. Talent professionals know this, which is why they prioritize soft skills alongside hard skills during the hiring process.

It's more important to hire for:

- 30% Soft skills
- 62% Soft and hard skills
- 8% Hard skills

92% say soft skills matter as much or more than hard skills

Bad hires usually lack:

- 45% Soft skills
- 44% Soft and hard skills
- 11% Hard skills

89% say hard hires typically lack soft skills

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33 Conclusions with regard to changing skills demand

- A skills perspective is taking the place of a qualification or diploma perspective
- Make sure that qualifications (including credits) are a good reflection of skills (signalling function)
- Make sure that the relevant skills are developed
- Develop skills profiles that integrate depth and breadth

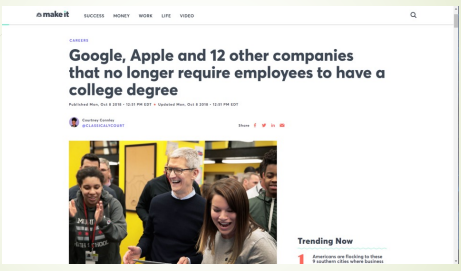
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4.
The shift from qualifications to skills

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35 Qualifications becoming irrelevant?



Google, Apple and 12 other companies that no longer require employees to have a college degree

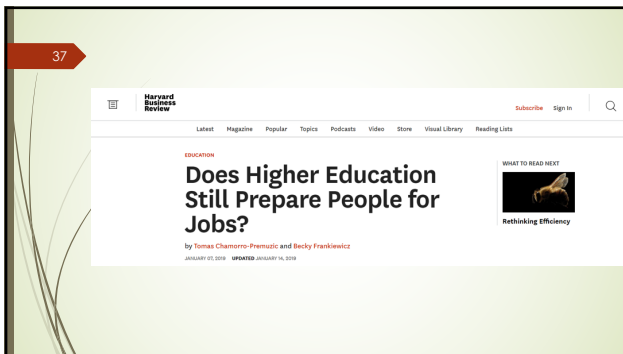
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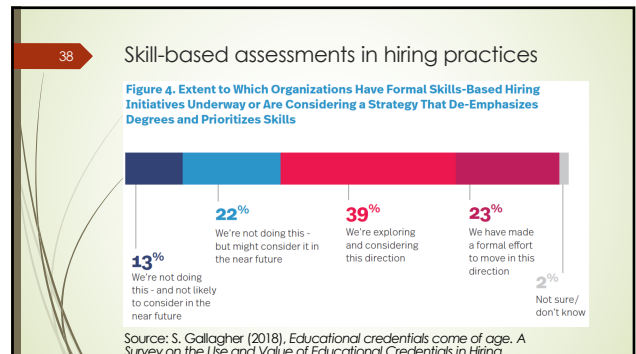


Dismissed by Degrees
How degree inflation is undermining U.S. competitiveness and hurting America's middle class

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- Concluding comments**
- The devaluation of the power of qualifications is real and should be recognized and addressed.
 - Degrees and qualifications gradually lose their signalling power of skills that matter in life.
 - A shift in assessment is taking place from universities to the workplace.
 - Skills such as critical thinking, social and emotional skills and non-routine capabilities should get much more explicit prominence in curriculum development and not only in rhetoric.

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5. Redesigning the education mission of universities

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- Changing paradigms of higher education**
- | Late 20 th -century paradigm | Early 21 st -century paradigm |
|--|--|
| <ul style="list-style-type: none"> • Human capital development for economic growth, prosperity, and social progress • Massification by opening access • Credentialism for a qualifications-oriented labour market • Social mobility through meritocracy • A front-loaded educational life course (concentrating all education investments in the first quarter of a lifetime) • Discipline-focused education for a rather stable occupational structure. | <ul style="list-style-type: none"> • Massification is under pressure and credentialism is on the decline. • Concerns about the impact of university education on social inequality and about meritocracy itself. • The front-loaded model of the educational life-course contrasts with increasingly diverse biographies. • Discipline-centric education no longer matches the occupational structure or scientific progress. • Challenged to deliver on new skill demand |

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IDEAS FOR DESIGNING An Affordable New Educational Institution

The conventional model of higher education is facing growing skepticism. With rising tuition costs, ballooning debt, and concerns about preparedness for the workforce, many are doubting the value of higher education. Alternative credentials and online offerings are gaining currency. Viable solutions to these challenges will require abandoning some of our long-held assumptions about how institutions of higher education should operate. But our core educational values—that each learner deserves individual attention and encouragement, and that education should nourish the entire person and not simply provide short-term skills—must be preserved. We describe an alternate model for baccalaureate education that offers key levers for addressing these challenges. We list the features of this hypothetical "New Educational Institution," or NEI, below. NEI is intended to be a new class of institution that is different from traditional R1 or R2 research universities. The focus of NEI will be on majors such as computer science and business, and eventually, broader areas of engineering and design.

A Project Of The Abdul Latif Jameel World Education Lab, MIT | JWEEL | J-WEL

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43 Features of the New Educational Institution

- Rebalancing education and research
- Rethinking curriculum development and delivery
- Holistic curricula
- The degree as an assembly of microcredentials
- Team teaching and course sequence
- Pedagogy
- Cooperative education
- Extracurricular activities
- Etc.

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44 Other example: Olin College

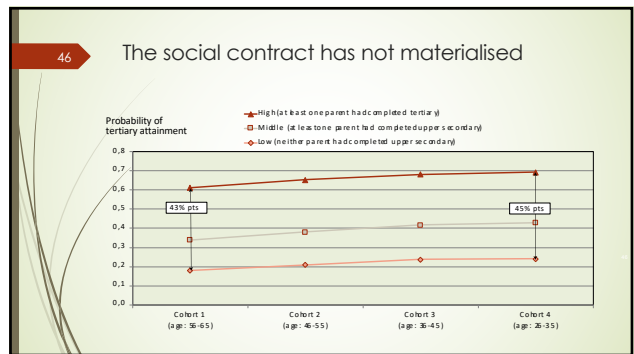
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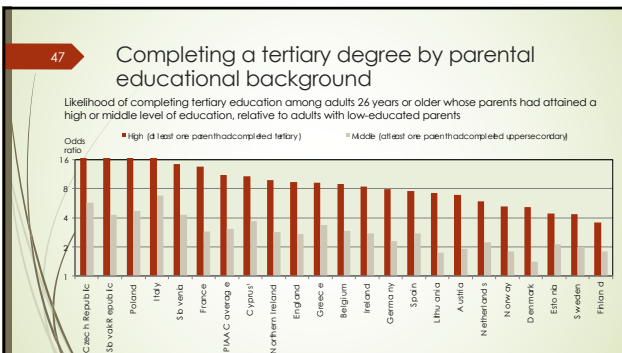
Thank you !

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48 Concluding comments

- Even if talents are not equally distributed, and even if preceding education trajectories heavily impact on opportunities, universities still have a long way to go to making the promises of equality of opportunity, meritocracy and social mobility a reality

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