learning to be future capable

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digital disruption
- increased processing power
- big data
- new media ecologies, social media & hyperconnectivity
- automation, artificial intelligence

the innovation economy

globalisation

social challenges and trends

(see also *Future Work Skills 2020*, 2011)

super wicked problems & the VUCA* world

*volatile, uncertain complex and ambiguous

future capabilities

career self-management

complex problem finding and solving

complex collaboration and interactions

lifelong self-managed professional learning and relearning

enterprise & entrepreneurship

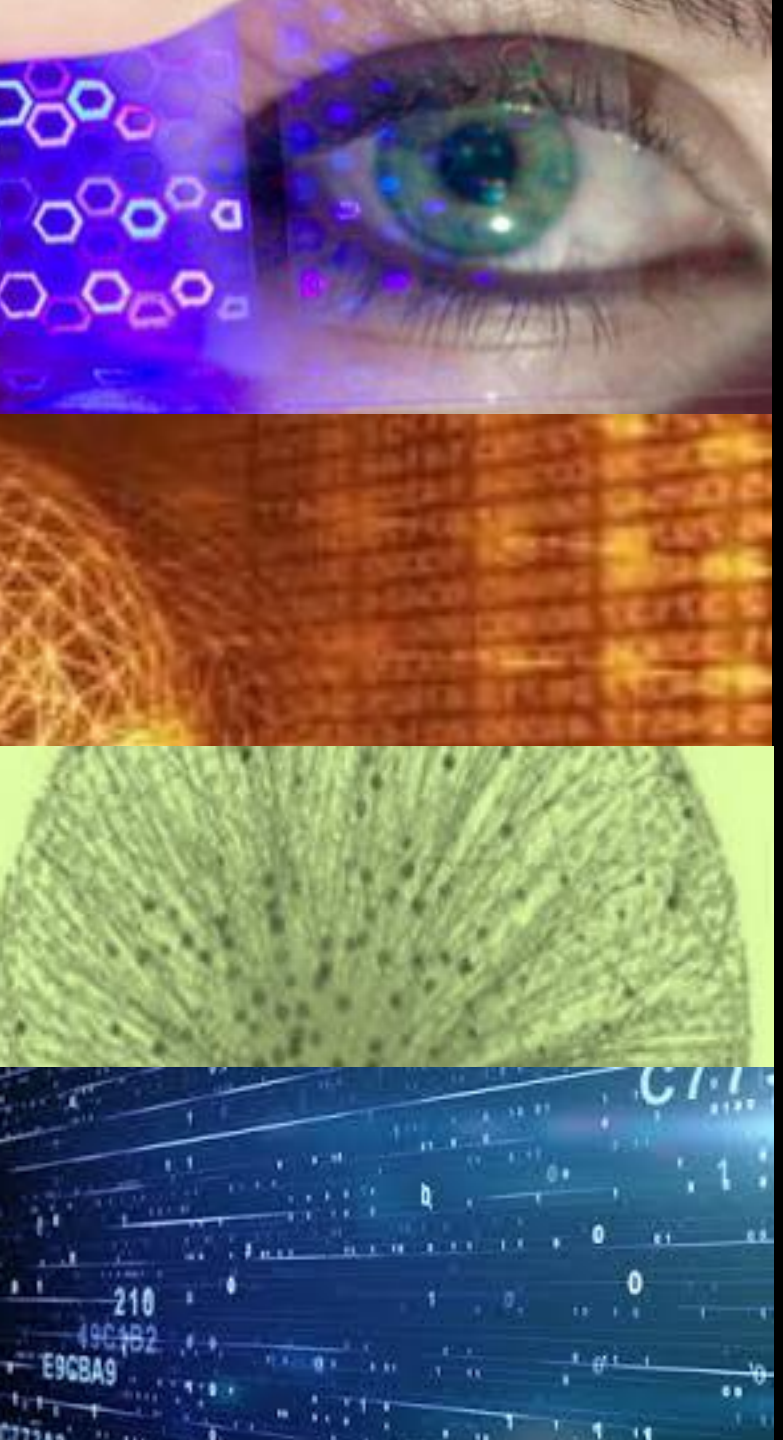
digital literacies and digital information literacies

creativity and innovation

digital creation & manipulation of digital tools

social network navigation and management

(Bridgstock, 2011, 2013; P21C Learning, Foundation for Young Australians, 2015; Institute for the Future, 2011)



disciplinary and generic skills

Competency area

Accounting systems and processes

Financial accounting and reporting

Audit and assurance

Business law

Economics

Finance and financial management

Management accounting

Quantitative methods

Taxation

Information technology across the curriculum

Ethics across the curriculum

Competence area 1: Accounting systems and processes
This area covers the form and function of financial statements and how financial transactions are recorded.

Learning outcomes
•At a minimum, graduates are expected to be able to: explain different business structures
•explain the purpose of financial statements
•record transactions to illustrate the activities of different types of businesses
•explain and apply the accounting treatment for basic business transactions for different types of businesses (including double entry bookkeeping)
•use accounting software to record business transactions
•prepare and interpret financial reports

https://www.cpaaustralia.com.au/cpa-program/professional-accreditation-guidelines

which capabilities do we actually need?

how do we learn them?

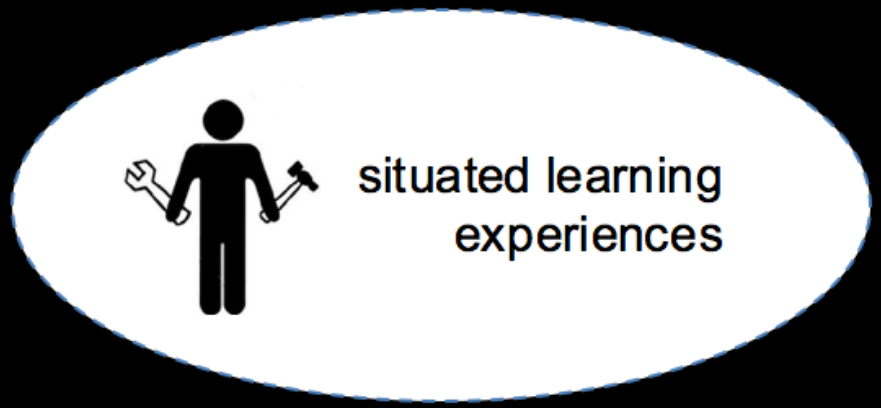
Educating for digital futures What the learning strategies of digital media professionals can teach higher education

Bridgstock, R. (2016). Educating for digital futures: what the learning strategies of digital media professionals can teach higher education. Innovations in Education and Teaching International

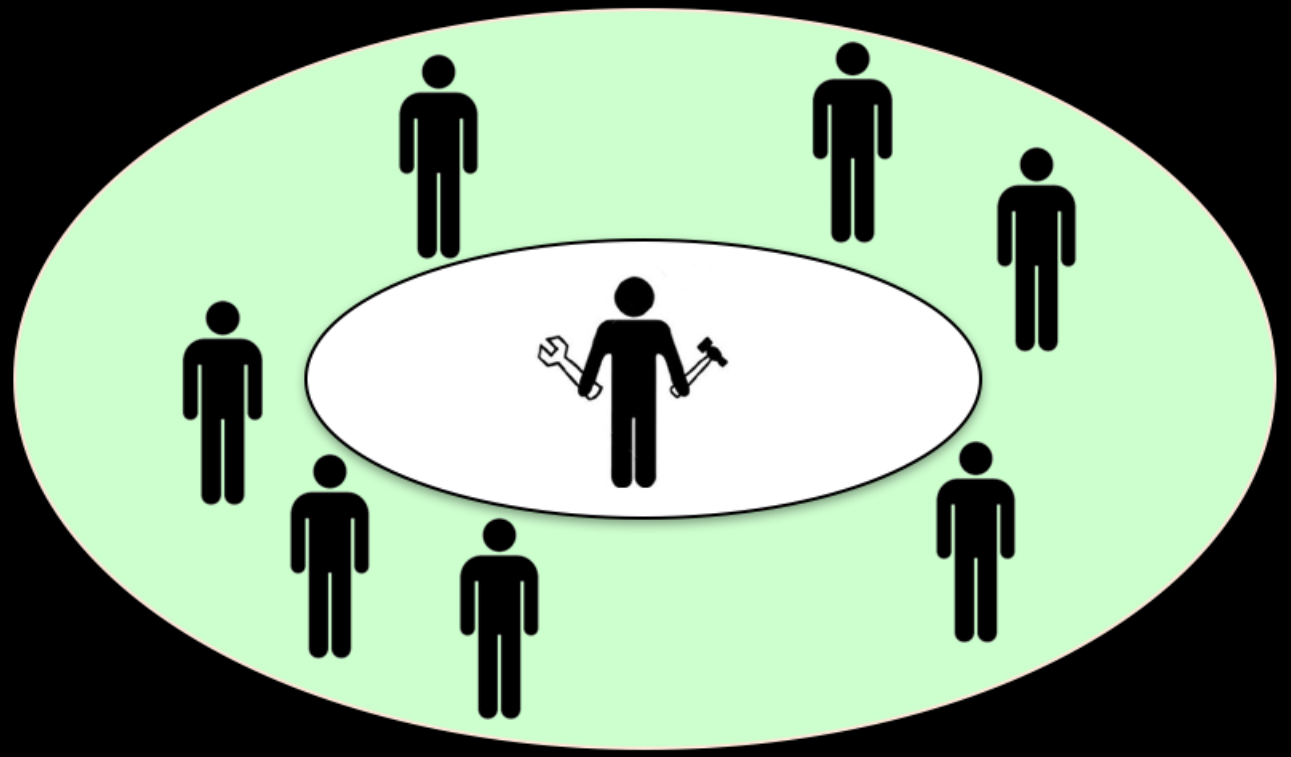
Research approach

Interviews with digital media professionals

multimedia
software and apps
games
visual effects
animation
online marketing / communications
digital film / tv

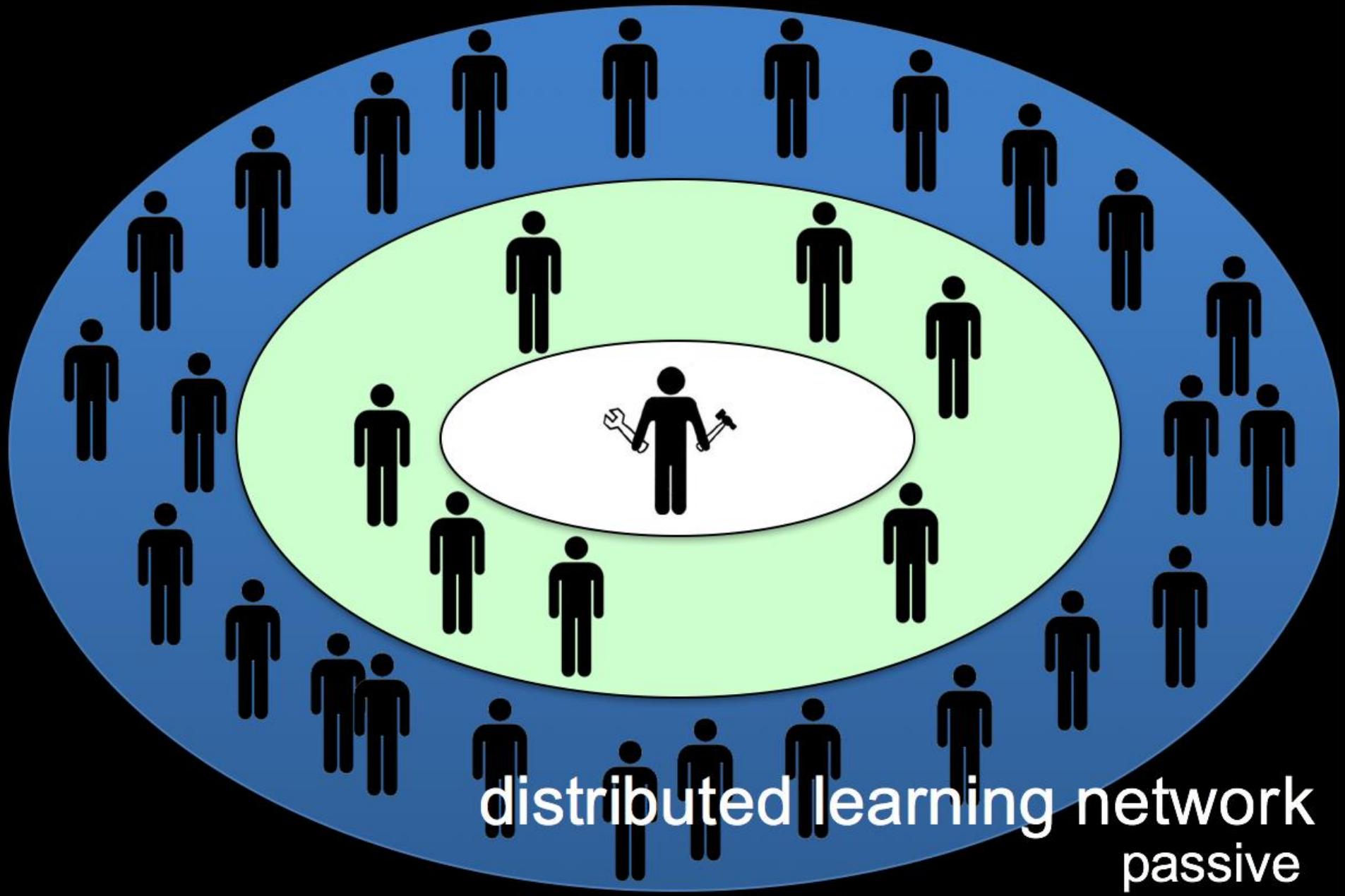


hands on, experiential, situated



community of practice

socially networked



distributed learning network

passive

with ‘agentic possibility’

Creating Innovators

Bridgstock, R., Dawson, S., & Hearn, G. (2011). Cultivating Innovation through Social Relationships: A Qualitative Study of Outstanding Australian Innovators in Science and Technology and the Creative Industries. *Technology for Creativity and Innovation: Tools, Techniques and Applications: Tools, Techniques and Applications*, 104-112.

interaction design

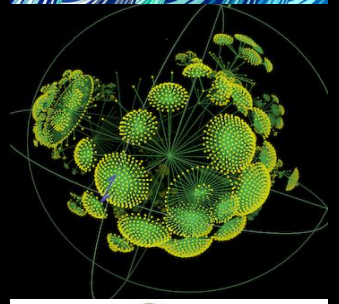
games design

architecture

music

visual art
photography

visual
communication



animation

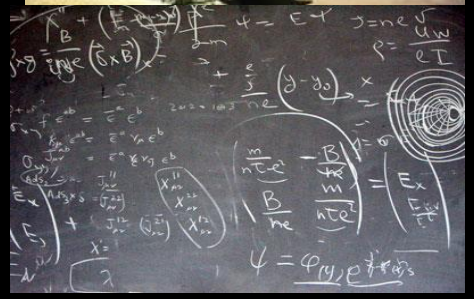
visual art
sculpture

theatre making

chemical
engineering

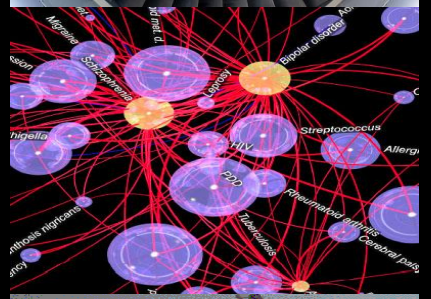
artificial
intelligence

astrophysics

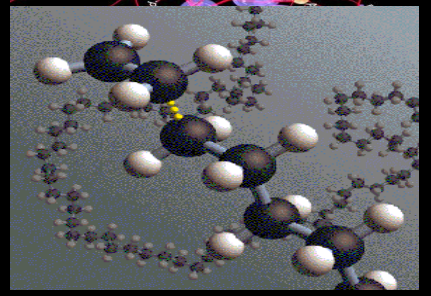


applied
physics

aerospace
avionics



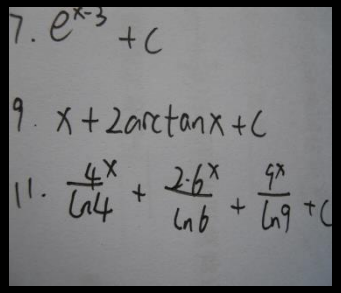
epidemiology



polymer
science

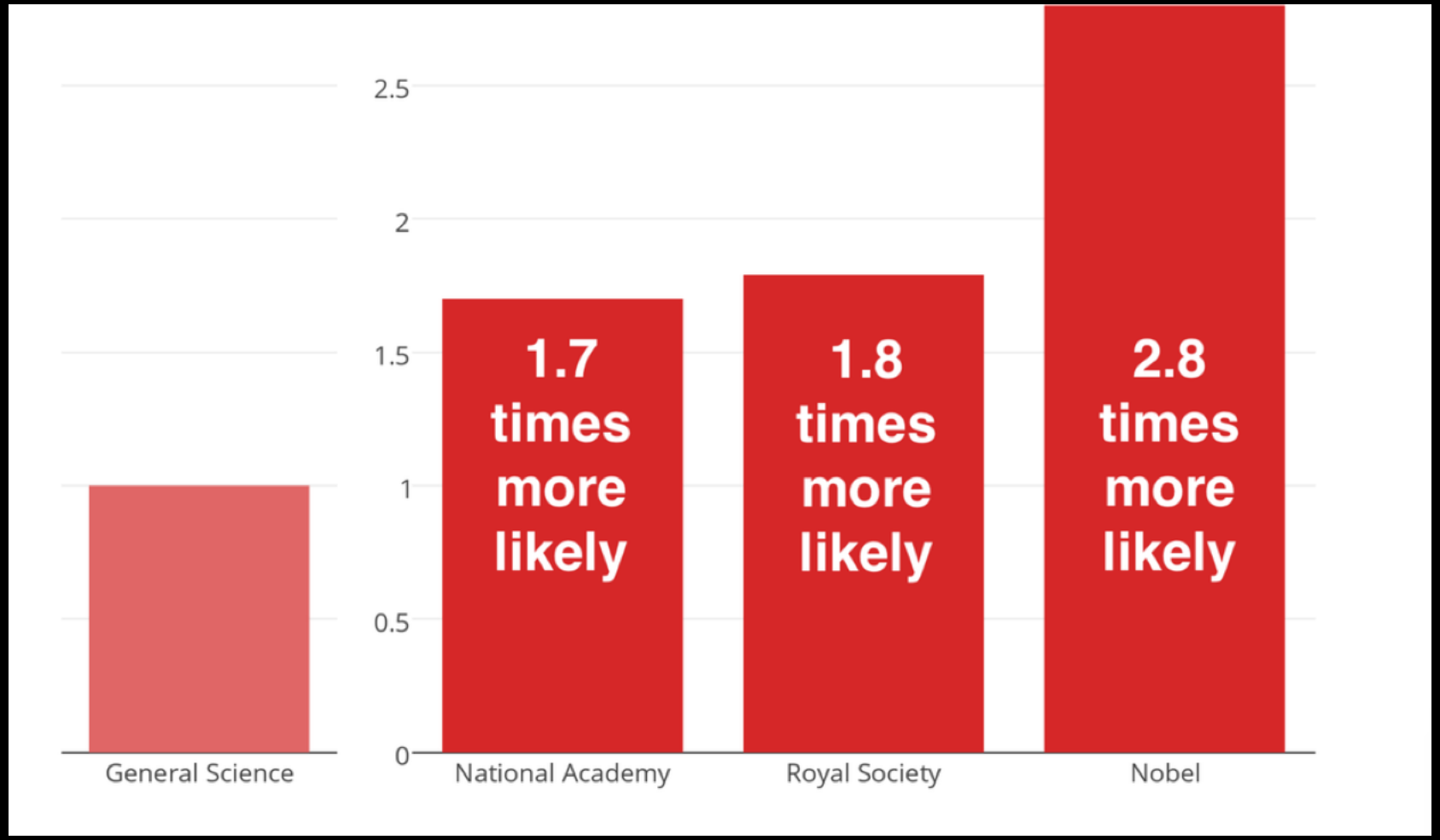
disciplinary agility

architecture & sculpture

visual communication &  mathematics

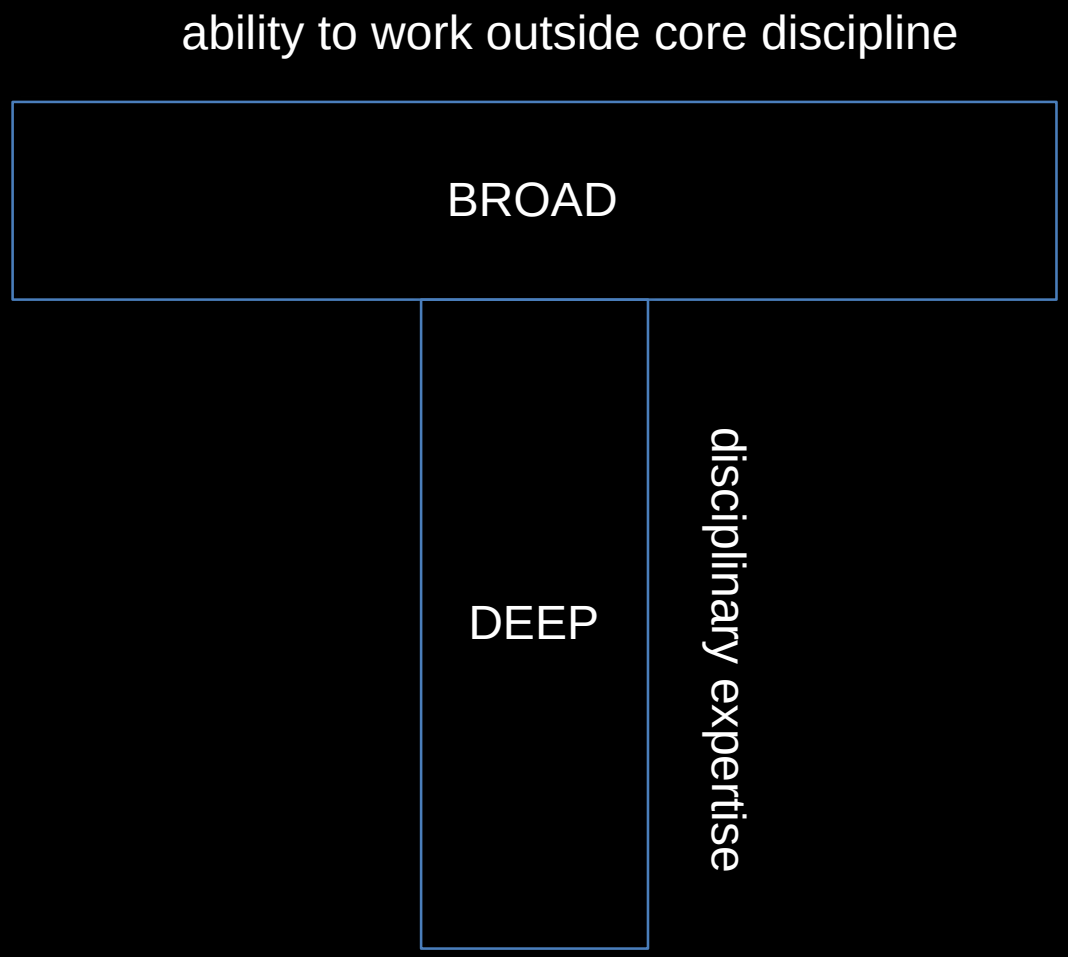
theatre making & microbiology

Elite scientists' likelihood of engagement with artistic practice

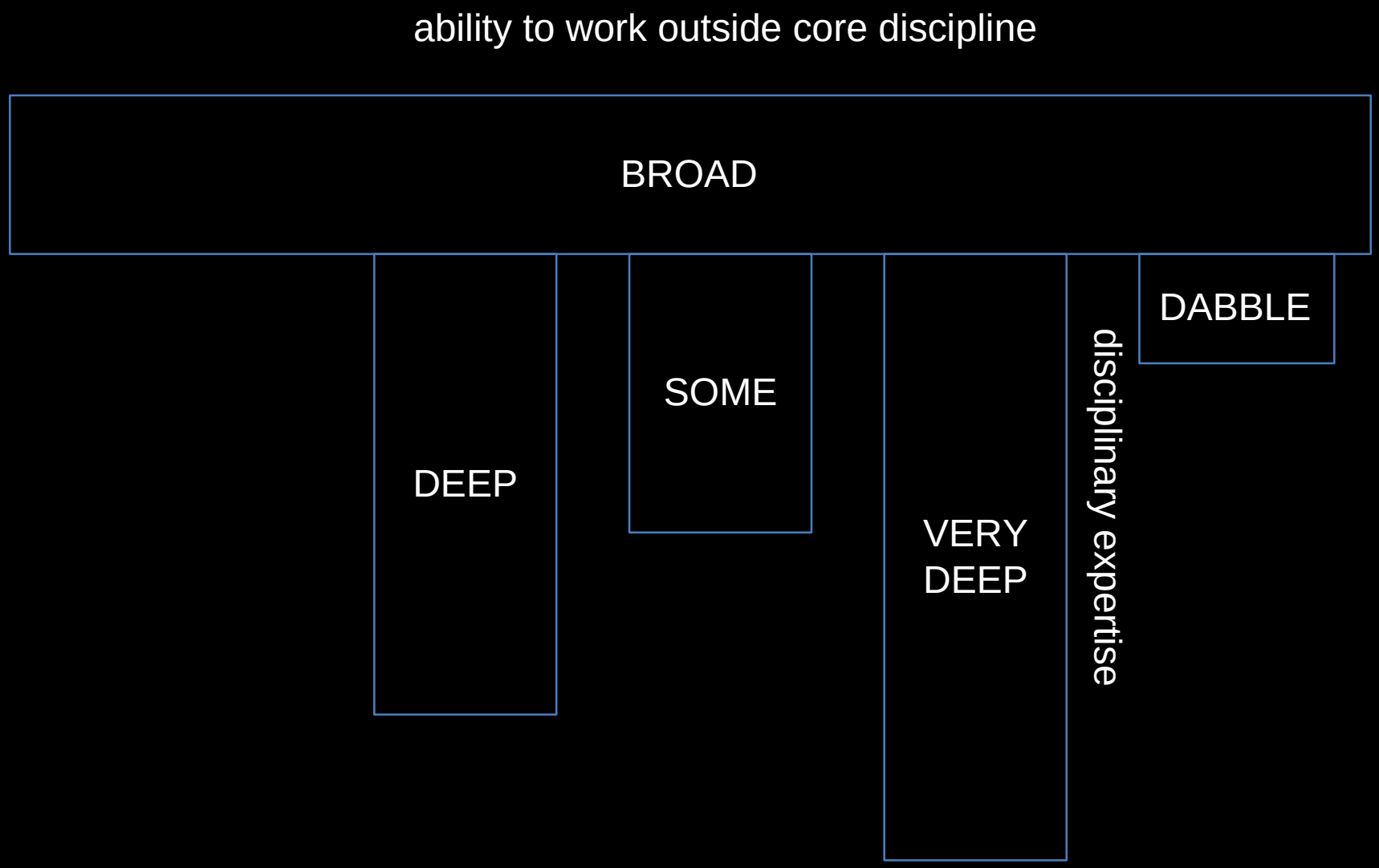


Root-Bernstein et al (2008) Arts Foster Scientific Success: Avocations of Nobel, National Academy, Royal Society, and Sigma Xi Members
Journal of Psychology of Science and Technology 1(2):51-63

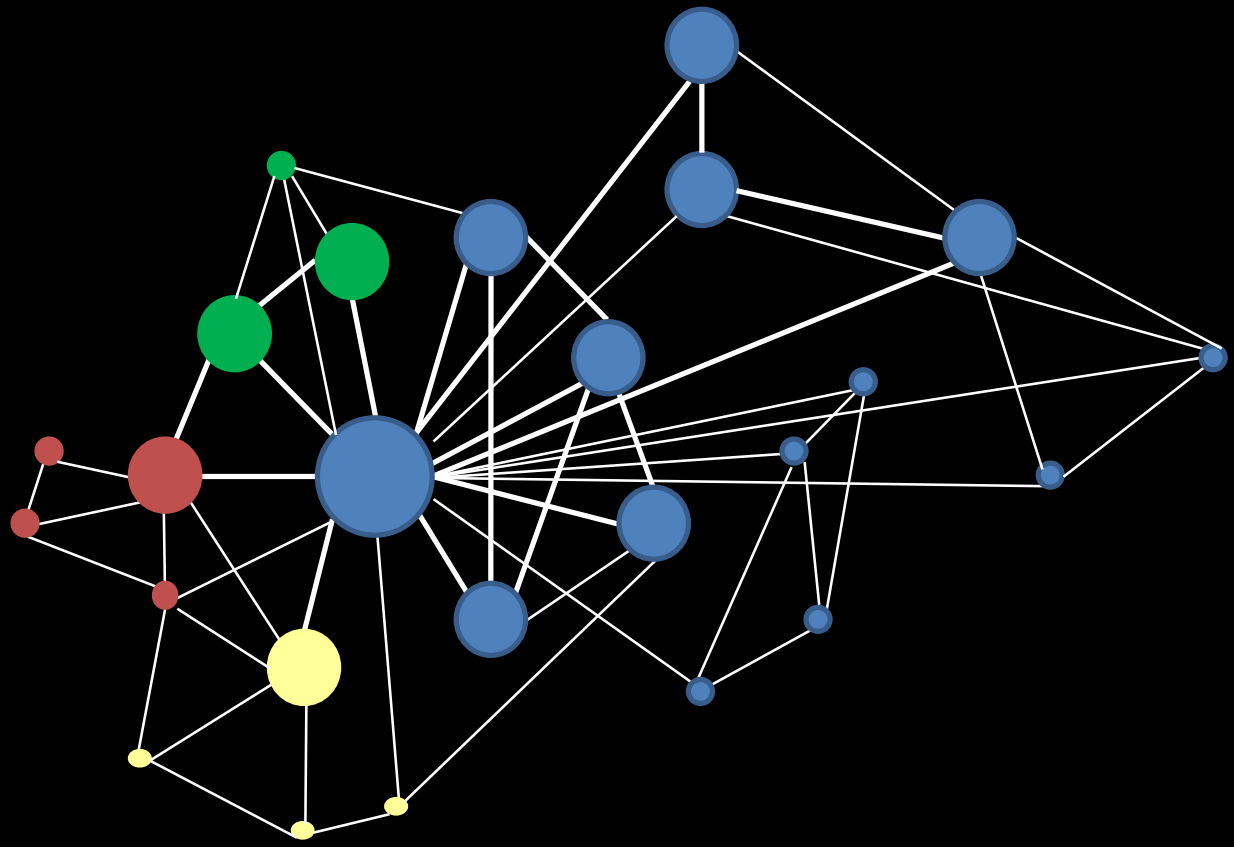
the t-shaped person?



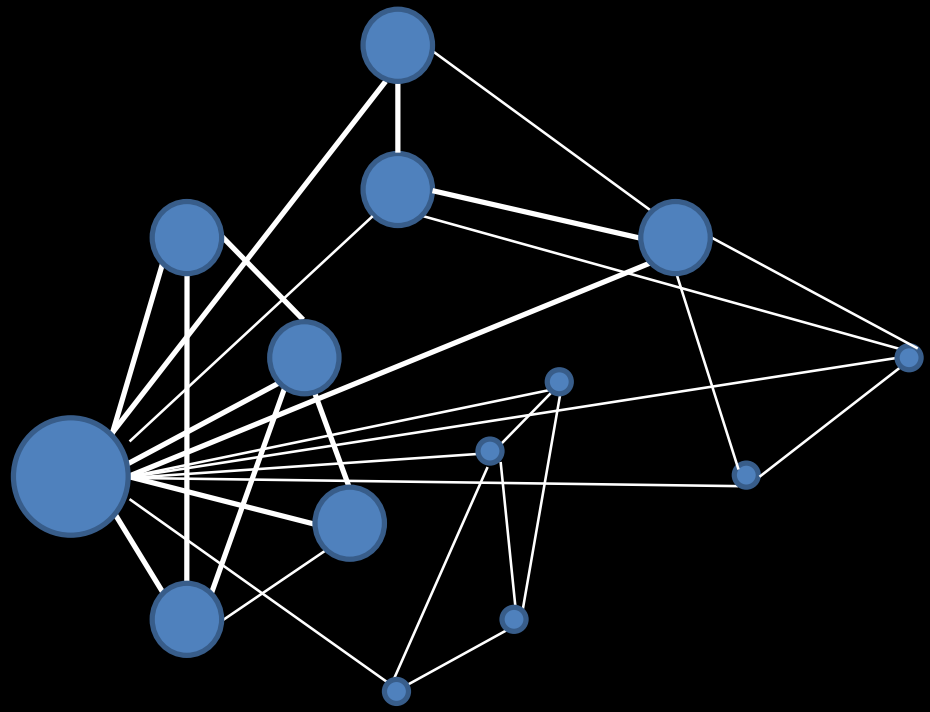
the key-shaped person



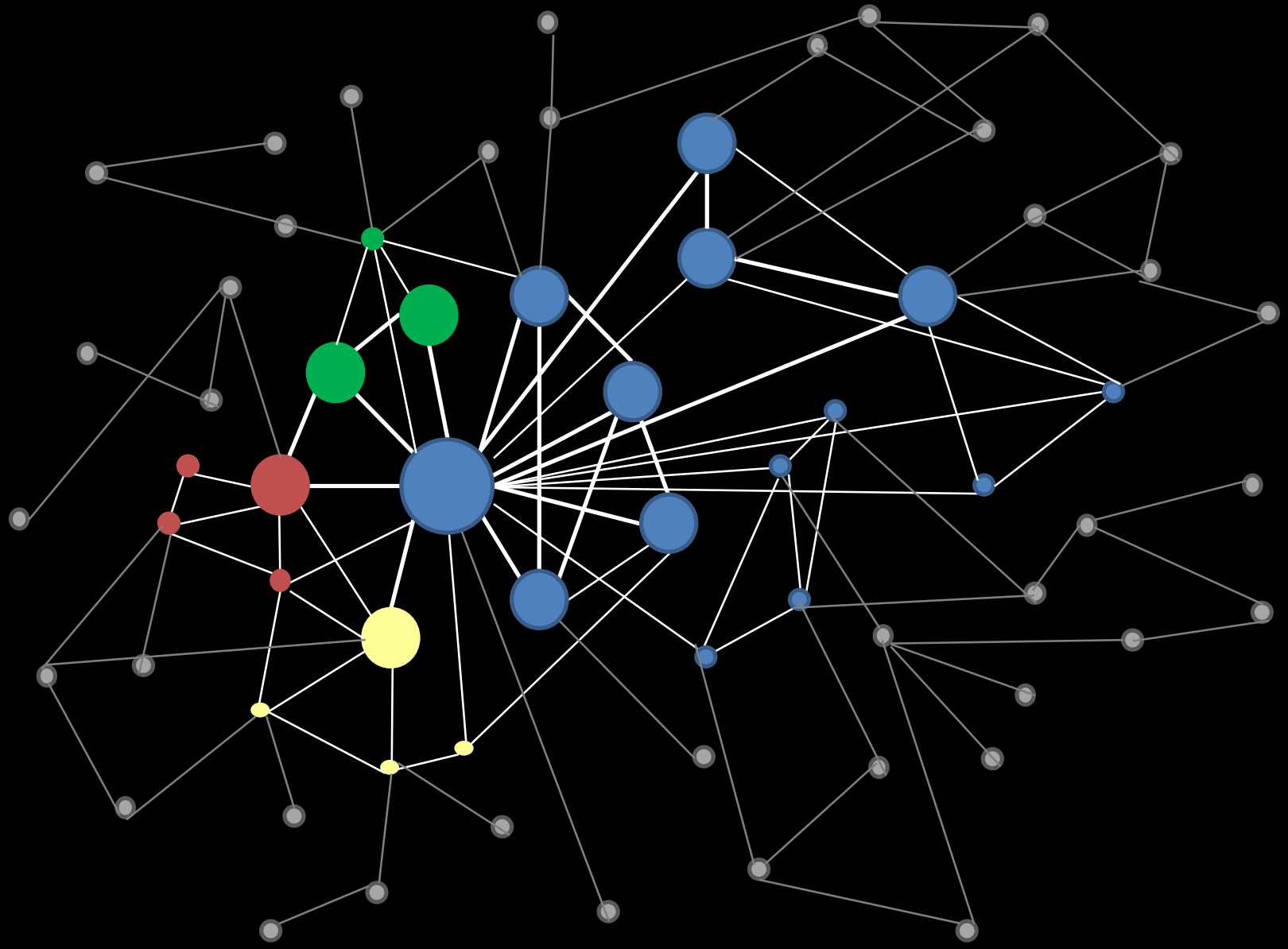
Bridgstock, 2015 http://www.futurecapable.com/?p=102



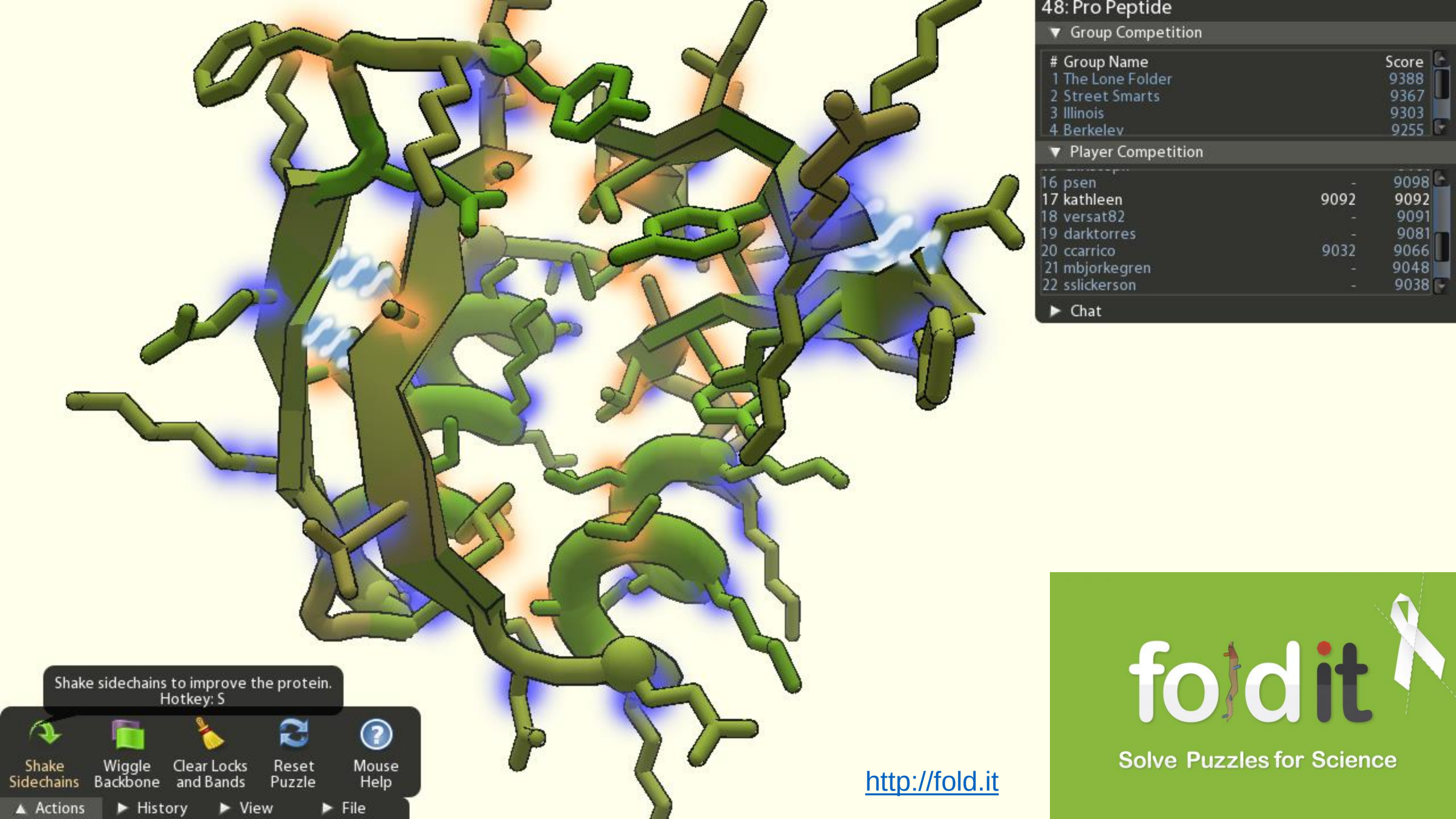
transdisciplinary ties



unidisciplinary ties



weak & indirect ties and broader networks


48: Pro Peptide
Group Competition
Group Name Score
1 The Lone Folder 9388
2 Street Smarts 9367
3 Illinois 9303
4 Berkeley 9255
Player Competition
16 psen - 9098
17 kathleen 9092 9092
18 versat82 - 9091
19 darktorres - 9081
20 ccarrico 9032 9066
21 mbjorkegren - 9048
22 sslickerson - 9038
Chat
Shake sidechains to improve the protein.
Hotkey: S
Shake Sidechains
Wiggle Backbone
Clear Locks and Bands
Reset Puzzle
Mouse Help
Actions
History
View
File
http://fold.it
foldit
Solve Puzzles for Science

learning to be future capable

de-crowd and de- ‘coverage’ the curriculum

make learning real

become key shaped

embrace the power of networks