

HILLIARD CITY

Landscape Shift Results

Design Team Members learned about how the world is changing and were asked to consider if student learning experiences are changing with it. They were asked to rate the landscape shifts on the following scale:

- Interesting, but not compelling = 1
- Important = 2
- Critical = 3

Social Intelligence: Empathy - <i>How do we help our students develop the ability to emotionally connect with others, understand their perspectives, and act accordingly?</i>	2.82
Social Intelligence: Discourse - <i>How do we encourage students to value the opinions of others and the importance of effectively using disagreement as an opportunity for progress, especially considering our changing demographics and too-often impersonal forms of communication?</i>	2.76
Pace of Change: Innovation - <i>How do we approach the concept of failure/errors/etc. so students feel supported to take risks to innovate and so they keep pace with the acceleration of new ideas?</i>	2.74
Pace of Change: Information Explosion - <i>How do we help children prioritize and navigate all the information that's at their fingertips?</i>	2.65
Pace of Change: Technology - <i>How do we prepare all our students to use most effectively the continually advancing technology to the benefit of themselves and the greater community?</i>	2.62
Science of Learning: Old Smart vs. New Smart - <i>How do we position our students to enhance the quality of their thinking, learning, and emotional engagement with others?</i>	2.60
Science of Learning: Learning Design - <i>How do we design learning experiences that allow our students to solve problems, answer questions, formulate questions of their own, discuss, explain, debate, or brainstorm?</i>	2.55
Science of Learning: Student Agency - <i>How do we create experiences that foster student perception of their ability to shape their own outcomes and future?</i>	2.53
Global: Connectivity - <i>How do we help students understand the implications of global connectivity and interactions?</i>	2.53
Workforce: Service Economy- <i>How do we prepare our children for the human interactions needed to thrive at work?</i>	2.52
Global: Environment- <i>How do we prepare our children to address the economic, health, sustainability, and cultural issues of our current and future environmental challenges?</i>	2.50
Social Intelligence: Design Mindset - <i>How do we set up children for success in a future where people expect experiences, products, and services to be more than just functional?</i>	2.43
Workforce: Routine to Non-Routine- <i>Since anything that is repetitive can and will be automated, how do we prepare our students for non-routine work?</i>	2.35
Global: Demographics- <i>In a world with more diverse sets of needs and wants—as well as an aging population—how can we ensure our youngest generation is prepared to thrive individually, communally, and nationally?</i>	2.33
Workforce: Remote Work - <i>How do we prepare our students for the demands of virtual engagement, collaboration, and work?</i>	2.18
Workforce: Gig Economy - <i>How do we prepare our students to become their own boss?</i>	2.06

