

AFDI

The Future of Learning, Work, and Teaching

Based on information from *The Chronicle of Higher Education 2026: The Decade Ahead* (2016), *The Future of Work* (2017), *The Future of Learning* (2018), and *The Future of Teaching* (2021)

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Disclosures

Financial Disclosures

Salaried employee of ASHA

Non-Financial Disclosures

Objective Owner for ASHA's Strategic Objective to Enhance the Generation, Publication, Knowledge Translation, and Implementation of Clinical Practice Research

What are the changes and forces influencing the future of learning?

Digital Revolution

- Workforce needs to be prepared to work with expanding technologies and be able to adapt to fast-paced changes in information technology.
- The value of continuous learning becomes more important than ever and the role of online degrees, MOOCs and Stackable credentials (badges, certificates, micro-credentials) is growing.
- The emerging role of educational collaboratives across universities supported by digital technologies is another positive trend given the difficulty of having the full complement of expertise in a discipline available in any single department

What are the changes and forces influencing the future of learning?

Multicultural and Global Society

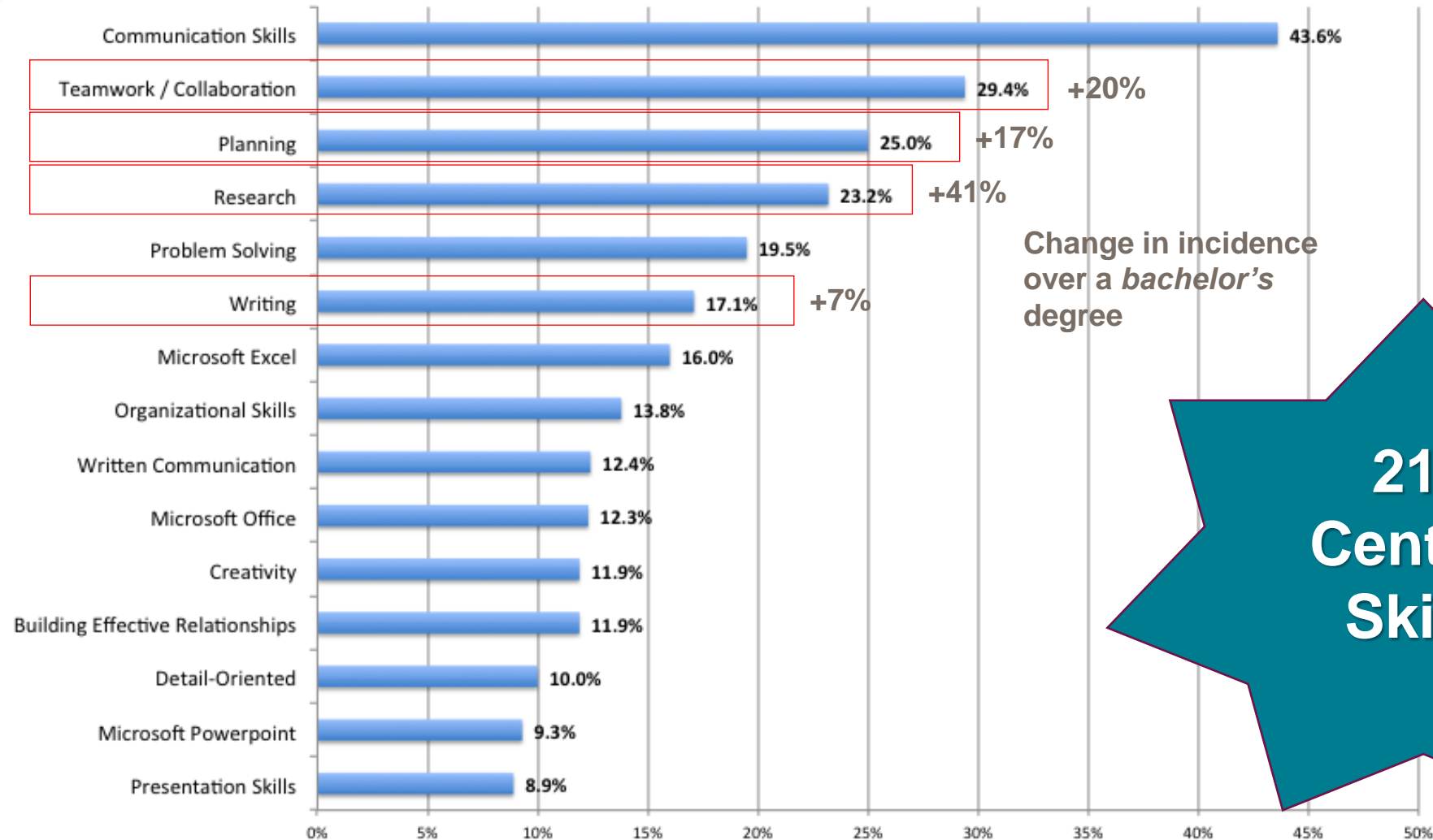
- Demographic changes – cultural and linguistic diversity of students as well as those that we serve as audiologists and speech-language pathologists.
- Southern states will contribute much of the student population growth in next decade along with an associated change in student demographics.
- Currently, <50% of first graders are white non-Hispanic in the USA.
- The “hollowing out” of the middle class, lower family incomes, less academically prepared undergraduates – Universities will need to create pipelines through college to better serve and support students from varying backgrounds.

What are the changes and forces influencing the future of learning?

Neurobiology of Learning

- How to move away from *learning for the test* towards *generalization of knowledge, learning for future applications, and continuous learning*?
- What does it take to promote integrative and critical thinking in a “twitter and bullets” world where attention spans are short, and distractions are abundant?
- The widespread recognition that:
 - there are a variety of learning styles, which is influencing pedagogy and changing how we teach.
 - there is a need to provide more opportunities for real world application and critical thinking.
 - and a need to promote “non-cognitive skills” such as professionalism, adaptability, managing complexity, ambiguity, stress, and teamwork and collaboration?

The Competencies Employers Value in Master's Graduates Are Apparent in Analysis of Millions of Real-time Job Postings



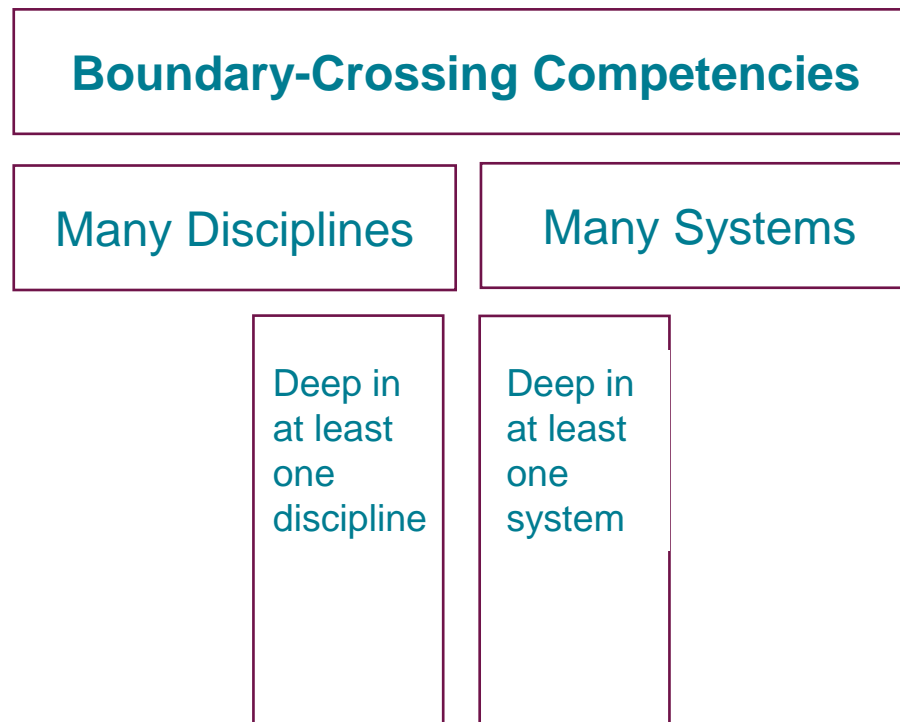
“The Signaling Value of Advanced Degrees is Just as Valued as the Technical Skills and Disciplinary Competencies”



- Perseverance / “grit”
- Communication skills
- Analytical acumen
- Collaboration ability
- Leadership potential
- Dedication to learning

What are the changes and forces influencing the future of work?

- The “Competency-Based” hiring movement is upon us.
- Boundary-Crossing Competencies of “T-shaped Professionals”
 - Teamwork
 - Communication
 - Empathy
 - Professional Networks
 - Critical Thinking
 - Global Understanding
 - Project Management
 - Analytic Thinking
 - Problem Solving



What are the changes and forces influencing the future of work?

- “The population is aging and not very healthy so occupations that help people get around and recover will continue to grow.”
- By 2024, the top two areas of growth are:
 - Health care support occupations will grow by 24%
 - **Health care practitioners will grow by 16.4%**



16.4%

Employer Survey Data Illustrates that Degrees Matter as Much as Ever and Educational Demands are Escalating Due to Job Demands

48%

of employers say educational credentials have *increased* in importance

63%

who raised requirements report "the skills needed for these jobs have evolved"

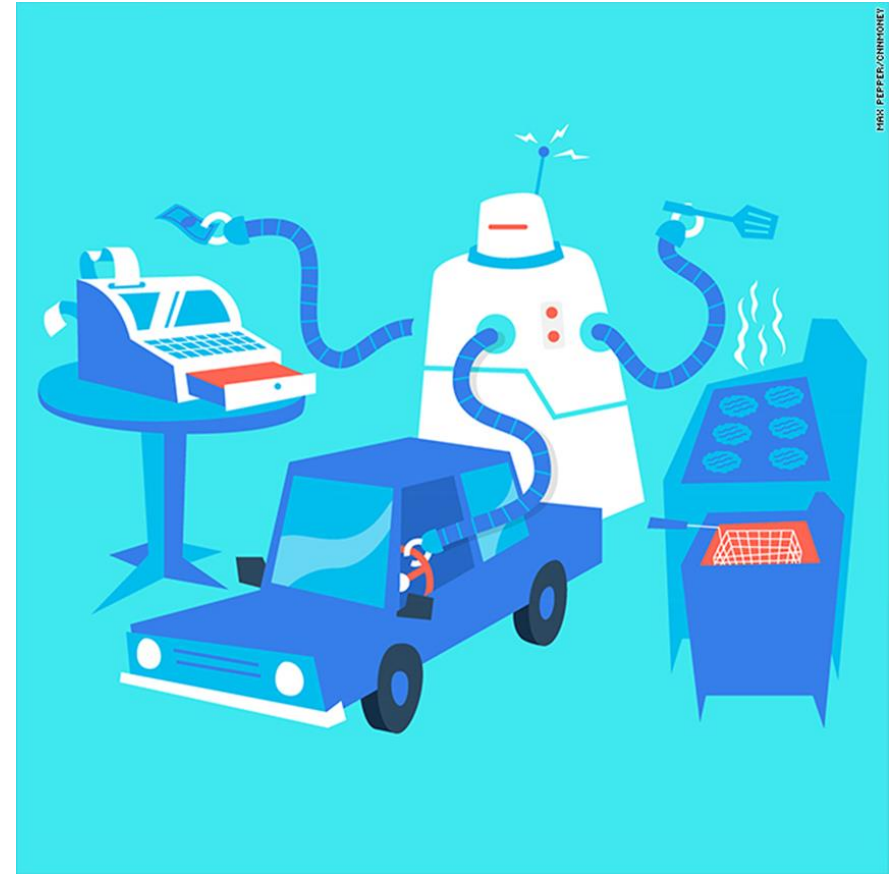


Source: Northeastern University,
2018 National Employer Survey

Probability of Occupations Being Computerized in the Future

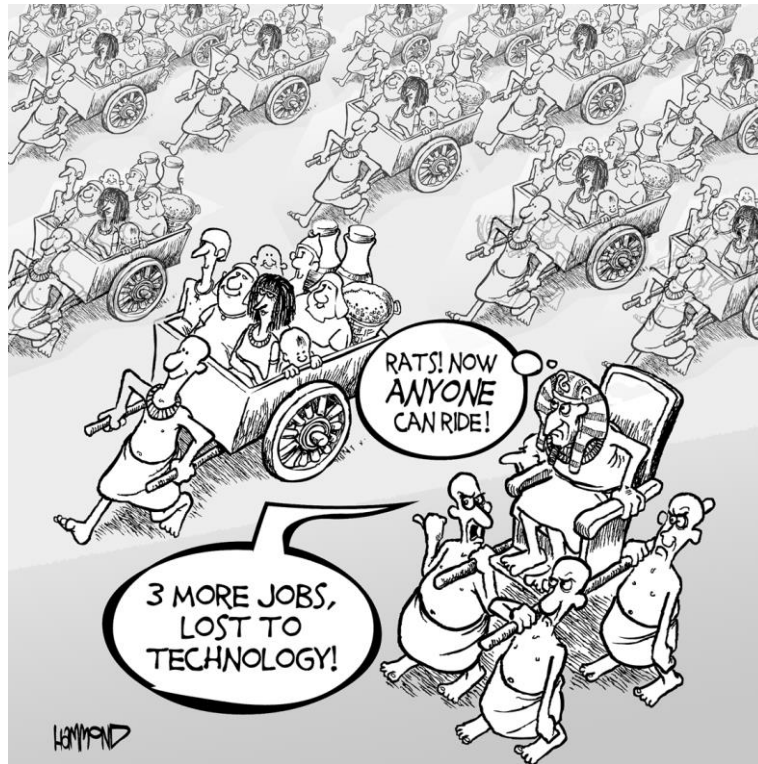
“Machines are used to perform specific tasks. And if your job consists of a series of tasks, all of which can be automated, obviously you’re at risk.”

(Humans Need Not Apply: A Guide to Wealth and Work in the Age of Artificial Intelligence. Jerry Kaplan)



MAX PEPE/SHUTTER

Probability of Occupations Being Computerized in the Future



Occupational Therapists	.35%
Healthcare Social Workers	.35%
Mechanical Engineers	1.1%
Lawyers	3.5%
Radio/TV Announcers	10%
Film/Video Editors	31%
Heavy Truck Drivers	79%
Technical Writers	89%
Credit Analysts	98%
Telemarketers	99%

(Source: The Future of Work)

What Changes and Forces are Likely to Affect the Future of the Audiology & SLP Professions?

- Changing Nature of Audiology & SLP Practices
- Expanding Breadth of Scope of Practice
- Value-Based Purchasing & Results-Driven Accountability
- High Caseloads, Productivity Requirements, Increasing Documentation of Outcomes
- Trends for clinical doctoral entry-level degrees in Allied Health Professions
- Anti-Regulation Movement (OTC)



How might changes and forces influencing the future of learning and work affect the audiology & SLP professions?

1. Evidence-based practice (EBP)
 - Reimbursement increasingly tied to use of EBP
 - Results-driven accountability
2. Cultural competence, responsiveness and humility
3. Interprofessional Collaborative Practice
4. Practicing at the *top of one's license* and *person-centered care*

How might changes and forces influencing the future of learning and work affect how we educate future audiologists & SLPs?

- Lifelong Learning - Learning is a process, not an endpoint, so we must help students learn to succeed with self-driven learning, to adopt a growth mindset, and become critical thinkers.
- We need to instill “change agility” — skills people need to successfully adapt to evolving or fast-moving shifts.
- Online learning - COVID-19 has made online learning mainstream. Flexibility and asynchronous accessibility are key.

ASHA's Faculty Development Institute

- We hope that the institute will help faculty prepare for the future of learning, work, and teaching in CSD.
- AFDI is not intended to focus on specific clinical topics within the core curriculum; rather, the intent is to help faculty think about how these four areas related to the future of learning and work can be integrated into the curriculum and into clinical experiential learning.
 1. Evidence-based practice
 2. Cultural competence, responsiveness and humility
 3. Interprofessional Collaborative Practice
 4. Practicing at the *top of one's license* and *person-centered care*
- AFDI is designed to facilitate the formulation of a plan that you will implement at your institution.