

# Museums, Libraries, and 21st Century Skills

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# Goal of Session



- Introduce IMLS initiative
- Explore implications and opportunities for children's museums

# Re-Imagining Learning



**What will learning look  
like in the future?**

# Question #1



What will the world be like twenty or so years from now when children have left school (and your museum) and are out in the world?

## Question #2



What skills will these children need to be successful in this world you have imagined twenty years from now?

## Question #3



Think about your own learning:  
What were the conditions that  
contributed to your “peak”  
learning experiences?

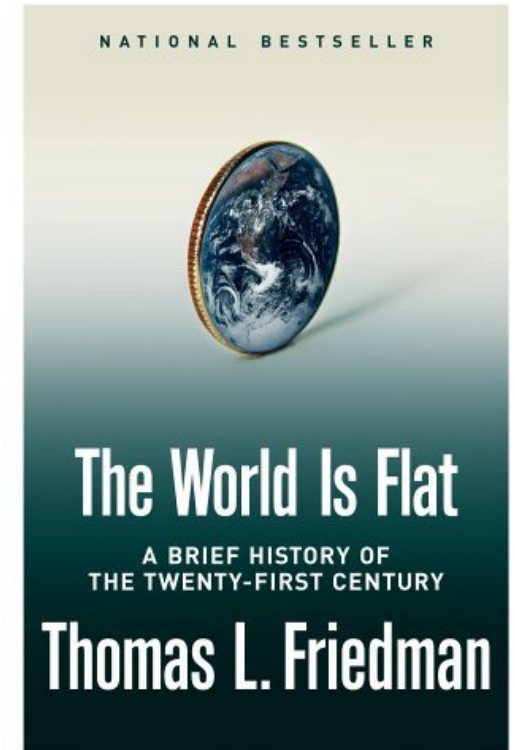
## Question #4



What would learning be like if it were designed around your answers to the first three questions?

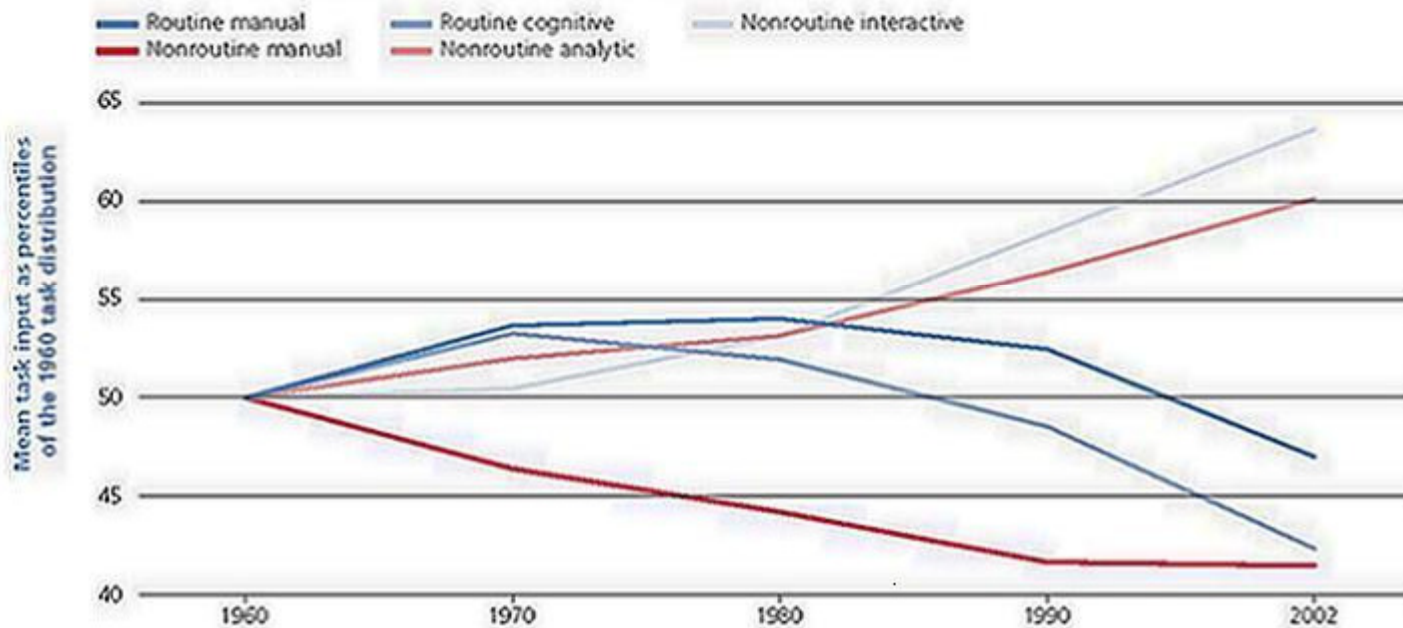
# The World is Flat

- Globalization
- Technology
- New Skills to Compete



# Global Knowledge Economy

**Chart 4: How demand for skills has changed**  
Economy-wide measures of routine and non-routine task input (US)



Source: Levy and Murnane

25. Frank Levy and Richard J. Murnane, "How Computerised Work and Globalisation Shape Human Skill Demands," adapted from Levy and Murnane, *The New Division of Labour: How Computers are Creating the Next Job Market*, (Princeton: Princeton University Press, 2004).

# Implications for Museums & Libraries



The 21<sup>st</sup> century means...

- More diverse skills in a global economy
- New expectations around audience engagement
- Rapidly changing educational opportunities – particularly concerning learning

# What Are 21<sup>st</sup> Century skills?



?

# Learning & Innovation Skills



- Critical thinking and problem solving
- Creativity and innovation
- Communication and collaboration
- Visual literacy
- Scientific and numerical literacy
- Cross-disciplinary thinking
- Basic literacy

# Information, Media, & Technology Skills



- Information literacy
- Media literacy
- ICT (Information, Communications, and Technology) literacy

# Life & Career Skills



- Flexibility and adaptability
- Initiative and self-direction
- Social and cross-cultural skills
- Productivity and accountability
- Leadership and responsibility

# In Other Words, the “4 Cs”



- Creativity
- Collaboration
- Communication
- Critical Thinking

# 21<sup>st</sup> Century Themes



- Global awareness
- Financial, economic, business, and entrepreneurial literacy
- Civic literacy
- Health literacy
- Environmental literacy

# The 21<sup>st</sup> Century Museum/Library Shift

## 20<sup>th</sup> Century Museum/Library

Primarily content driven

Mostly tangible objects

One-way

Focus on presentation and display

Acts independently

Located in community

Learning outcomes assumed, implied

## 21<sup>st</sup> Century Museum/Library

Combination of audience and content driven

Tangible and digital objects

Multi-directional

Focus on audience engagement, experiences

Acts in highly collaborative partnerships

Embedded in community

Learning outcomes purposeful

# Museums, Libraries, and 21<sup>st</sup> Century Skills



- Encourage libraries and museums to be intentional in 21<sup>st</sup> century practice.
- Enhance understanding among policymakers and other stakeholders about the integral roles museums and libraries play in creating an engaged citizenry and competitive workforce.

# For Museums and Libraries



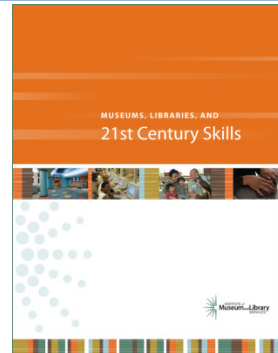
- Position institutions in the 21<sup>st</sup> century learning landscape
- Inventory the 21<sup>st</sup> century skills and practices currently in use
- Identify goals for future operation and program improvements
- Build public awareness about the unique value these institutions provide to the nation's learning systems

# Key Points



- Museums and Libraries are trusted places that have always offered rich learning experiences.
- Museums and Libraries—and their communities—benefit from a purposeful integration of 21<sup>st</sup> century skills.
- Current trends in the economy, audience expectations and informal learning are critical to the continued relevance of museums and libraries.
- New models of audience and community engagement are required.
- Implications cover full scope of museum activities

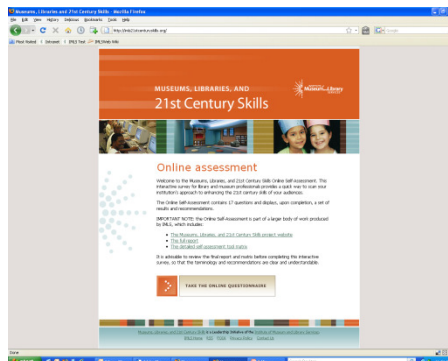
# Project Components



- *Museums, Libraries, and 21<sup>st</sup> Century Skills Report*

A detailed table of contents for the report. It has multiple columns with headers such as 'Introduction', 'Background', 'Methodology', 'Findings', 'Conclusions', and 'Appendices'. Each row represents a section of the report, with sub-sections listed under the main headers.

- Self-Assessment Tool



- Online Self-Assessment Tool:  
[www.imls21stcenturyskills.org](http://www.imls21stcenturyskills.org)

# Good to Grow!



# IMLS Next Steps



- Grant opportunities
- Workshops
- Training
- Webinars

□ [www.ims21stcenturyskills.org](http://www.ims21stcenturyskills.org)

□ [www.ims.gov](http://www.ims.gov)

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