

**B.A. PLANNING TASK FORCE
PERCEIVED NEEDS OF STUDENTS IN THE 21ST CENTURY**

The following summary has been prepared by Deanne Schultz and John Black from the material reviewed and discussed by Task Force members and the discussions during 1995 at the Task Force meetings. We are conscious that in its present form the list of suggested goals remains far from definitive, and that debate will have to take place on the possibility of further additions and deletions. We have included items from the compilation of suggestions made by faculty, and those from Simon Fraser, the Corporate Council on Education and the Liberal Studies Degree Proposal. They have been ordered in two ways:

1) By categorizing them under the following schema:

A. Basic Skills

1. Literacy
2. Numeracy
3. Communication
4. Teamwork
5. Computing

B. Intellectual Capabilities

1. Critical Thinking
2. Aesthetic Awareness
3. Research Skills and Facility with Diverse Modes of Inquiry

C. Breadth of Knowledge

1. Grasp of a Range of Disciplines and Methodologies
2. Understanding of World and National Issues
3. Understanding of Contemporary and Historical Matters

D. Personal Attributes

1. Self-Reliance
2. Responsibility
3. Adaptability
4. Commitment to Lifelong Learning

2) By attempting to correlate the needs defined in terms of outcome (for students) with those defined in terms of process (to achieve the outcome). There is no implication, however, that the correlation is simply one-to-one: a single outcome may be achievable through a variety of processes; a single process may support a variety of outcomes.

Definitions of Terms Below which are Marked with an Asterisk

Numeracy:

Proficiency in number skills, including the ability to understand the value of numbers and of how to use them in mathematical computations and an appreciation and understanding of statistics.

Critical Thinking:

Among the many abilities that characterize the critical thinker, the following are worthy of emphasis:

- a) the ability critically to apply factual and theoretical knowledge and understanding to real-world problem-solving;
- b) the ability to grasp the connections between theory and practice (in so far as theory informs practice, while practice tests theory);
- c) the ability to evaluate knowledge-claims and value-judgments and the arguments for and against them;
- d) a sensitivity to fine-grained epistemological and rhetorical distinctions;
- e) the ability to be aware of bias, vested interest and other sources of distortion in viewpoints;
- f) the achievement, through critical questioning, of the status of an autonomous thinker within a community of thinkers.

OUTCOME	PROCESS
(Required Skills and Abilities of Graduates)	(Required Learning Processes and Associated Institutional Requirements)
<u>A. Basic Skills</u>	
<u>1. Literacy</u>	
O1. Verbal, reading, writing skills.	P1. A sound academic education.
<u>2. Numeracy*</u>	
O2. Numeracy skills.	P2.
<u>3. Communication</u>	
O3. Broad interpersonal communications skills.	Exposure to educators who model the processes that are seen to be relevant through a wide variety of teaching methods that:
O4. Public speaking skills, for application in a variety of contexts (individual or group presentations, audiences of different sizes etc.).	P3. demonstrate interpersonal skills, involve tutorials,
<u>4. Teamwork</u>	P4. involve seminars and student presentations,
O5. Ability to listen, respond, work individually and with peers as a part of a team.	P5. demonstrate cooperation and team work. Provision of opportunities to learn co-operation and teamwork.
<u>5. Computing</u>	
O6. Computer literacy re common workplace and other applications.	P6.

B. Intellectual Capabilities

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1. Critical Thinking*

O7. Ability to think critically.

2. Aesthetic Awareness

O8.

3. Research Skills and Facility with Diverse Modes of Inquiry

O9.

C. Breadth of Knowledge

1. Grasp of a Range of Disciplines and Methodologies

O10. Ability to appreciate and understand interdependence and the integrated nature of knowledge.

O11. Ability to access, analyze and utilize information.

O12. Scientific literacy.

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P7. Exposure to instructors who model critical thinking.

P8. Introduction to important artistic forms of expression such as music, film, visual arts and theatre.

P9.

P10. Exposure to a broad spectrum of disciplinary content (i.e. fostering of a generalist rather than specialist).

P11. A degree of flexibility in terms of special areas of interest.

P12. Investigation of the methodological characteristics of scientific approaches to the interaction between humans and their environment.

<p><u>2. Understanding of World and National Issues</u></p> <p>O13. Understanding of the multicultural society and world, including Canada's rôle</p>	<p>P13. Fostering an understanding of and a comfort for dealing with cultural diversity.</p>
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as a nation among nations.	Also P14.
O14. Understanding of and managing in a competitive international environment.	P14. Exposure to other cultures and other languages. Also P13.
O15. An understanding of the culture in which students live, and of its relation to other cultures.	P15 = P8, P13, P14, P16.
<u>3. Understanding of Contemporary and Historical Matters</u>	
O16.	P16. Introduction to important periods, themes and topics drawn from Western and non-Western history and culture.
<u>D. Personal Attributes</u>	
<u>1. Self-Reliance</u>	
O17.	P17 = P3, P4.
<u>2. Responsibility</u>	
O18.	P18 = P5.
<u>3. Adaptability</u>	
O19. Ability to adapt to a changing environment.	P19 = P7, P8, P11, P17, among others.
<u>4. Commitment to Lifelong Learning</u>	
O20.	P20.

Miscellaneous

An important set of subsidiary needs were identified as necessary for student success now and in the future, under the general notion of the provision of a learning environment that

